

Behaviour Policy

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COTSWOLD BEACON
ACADEMY TRUST

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students are ready to learn, respectful and contribute to maintaining a safe environment

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour, including giving clarity about how the school will promote and reward positive behaviour and hold students accountable where behaviour does not meet the expected standard
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions*

Positive behaviour is defined as:

- Promoting the school's values
- Being **ready** to learn
- Being **respectful** to every member of our community
- Acting in a **safe** and supportive way
- Going 'above and beyond' to positively contribute to the life of the school

Negative behaviour is defined as:

- Not being **ready** to learn
- Being **disrespectful** of others
- Acting in an **unsafe** or unsupportive way

- Disruption in lessons, or around the school site
- Non-completion of classwork or homework
- Having a poor attitude
- Incorrect uniform
- Using mobile phones on school site
- Breaches of the school's rules

Serious negative behaviour fails to keep our school community safe and is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour of any kind
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

**The definition list is not exhaustive.*

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type Of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic / biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in [Appendix 12: Anti-Bullying and Hate at Marling](#)

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with negative behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that both positive and negative behaviour data from the school's MIS (Bromcom) is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.4 Heads of Year

Heads of Year are responsible for:

- Leading the consistent implementation of the school's behaviour policy across their year group, ensuring staff and students understand expectations and routines.
- Promoting, modelling, and embedding the school's core values through daily practice, assemblies, and behaviour interventions.
- Monitoring, tracking, and analysing behaviour data to identify trends, intervene early, and evaluate the impact of strategies.
- Communicating effectively with families regarding behaviour concerns, support strategies, and positive progress.
- Celebrating student successes through rewards, recognition, and public acknowledgment aligned with the school's values.
- Holding students consistently accountable for not meeting expectations through fair, proportionate, and restorative sanctions.
- Supporting and advising staff on behaviour management strategies and the effective application of the policy.

5.5 Heads of Department

Heads of Department and subject leaders are responsible for:

- Monitoring the positive and negative behaviour points that are being issued within their curriculum areas.
- Supporting and advising members of their team on behaviour management strategies and the effective application of the policy, including cover teachers delivering lessons in their subject areas.
- Communicating with families about incidents taking place in their subject areas – in particular where there are concerns with the standard or work being produced in lessons or and standard of homework in their curriculum area.
- Putting appropriate provisions into place to support and promote excellent behaviour in their curriculum areas, this includes, where necessary, improving behaviours in their curriculum areas.

5.5 Staff

All staff (teaching and non-teaching) are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries that promote positive student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations
- Finding opportunities to celebrate and praise students for doing the 'right' thing

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.6 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, Head of Department or Head of Year promptly
- Take part in any pastoral work following negative behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about both positive and negative developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues that may arise.

5.7 Students

Students will be made aware of the following during their induction into the school and through their form time routines (including assemblies):

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for displaying positive behaviours, and the consequences and sanctions they will face if their behaviour does not meet the expected standards.
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Our behaviour curriculum is built on creating a calm, positive and purposeful culture where all students feel valued, supported and challenged to meet high standards. We promote a fair, consistent and relational approach to behaviour, underpinned by our core expectations of students being Ready, Respectful and Safe at all times. We prioritise recognising and celebrating positive behaviour, while also holding students consistently accountable when expectations are not met. Alongside this, we uphold traditional high standards of conduct, presentation, engagement and attendance to prepare students for success in education and in modern working life.

Students at Marling school are expected to:

- Be **ready** to learn by arriving on time, equipped, and prepared for lessons and the school day.
- Show **respect** to all members of the school community through polite, kind and responsible behaviour.
- Act in ways that keep themselves and others **safe** at all times.
- Follow instructions first time and comply calmly with staff direction.
- Maintain high standards of uniform, appearance and conduct across the school.
- Demonstrate positive learning behaviours, including effort, focus and resilience.
- Move around the school sensibly and quietly, respecting the learning of others.
- Maintain excellent attendance and punctuality to maximise learning opportunities.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7. Mobile phones

Full details around the school's expectations of mobile phones can be seen in our [Mobile Phone and Wearable Digital Devices Policy](#).

In summary, the school's approach to mobile phones:

- Students (Years 7–11) may bring mobile phones or wearable devices to school for safety and communication, but such devices must remain switched off / on silent and entirely out of sight (e.g. stored in a bag or locker) from the moment they enter the school site until they leave.
- Use of any mobile or wearable device during the school day is prohibited — this includes lessons, social times (break or lunch), between lessons, and extra-curricular clubs, except only under the explicit direction of a staff member.
- If a device is seen or heard (e.g. vibrate), it will be confiscated — kept securely (reception or sixth-form reception) and returned at the end of the school day; repeat offences or refusal to hand over the device may result in further sanctions.

- Students in the sixth form have more limited privileges: mobile and wearable devices may only be used before school (before 8:40 am), at break, and at lunchtime — and only within designated sixth-form areas. Outside those times/locations use is prohibited.
- While phones are allowed to be brought onto site, it is the student's (and family's) responsibility to secure them properly; the school does not accept liability for loss, theft or damage.
- Parents or carers should not attempt to contact students directly via mobile phone during the school day — instead they should use the school's main reception, which will relay messages if necessary.

8. Responding to behaviour

8.1 Classroom management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the school. The school's approach to classroom management sits under the expectations of being 'Ready', 'Respectful' and 'Safe'.

Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Set high expectations for all students
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Modelling and promoting the school's values
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day/lesson positively and starting the next day/lesson afresh
 - Making effective and consistent use of the school's behaviour policy
 - Using positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

8.3 Responding to positive behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise

- Awarding students with positive points (between 1 and 3 points), linked to one of the school's values: Academic Excellence, Passion for Learning, Inclusion, Respect, Perseverance
- Awarding the student a 'Marlingtonian' point (5 points)
- Communicating praise to parents / carers via a phone call, or written correspondence
- Certificates, prize ceremonies or special assemblies
- Low value targeted, whole class or year group rewards and prizes such as queue jump passes, treats, cake / pizza vouchers.
- Higher value targeted rewards and prizes such as celebratory school activities / trips.

8.4 Responding to negative behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour. All negative behaviour is linked to being 'Ready', 'Respectful' and 'Safe'.

For full guidance on expectations and sanctions relating to homework, see [Appendix 16: Homework Expectations, Standards and Sanctions](#).

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that negative behaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

In most circumstances, negative behaviour will be managed via the school's escalation of negative stages, moving from a rule reminder or verbal warning onto a Stage 1 up to a Stage 6. Full details of the negative points and stages can be seen in [Appendix 3: An Overview of Behaviour Events](#).

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime, or after school
- Loss of privileges – for instance, the loss of participation in a sporting activity
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Email, letter or phone call home to parents / carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom

- Internally isolating the student
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Loss of Privileges Due to Persistent Behaviour Concerns

Where a student demonstrates a sustained pattern of negative behaviour, the school may withdraw certain privileges until behaviour improves. These privileges may include (but are not limited to):

- Participation in school trips or visits
- Representing the school in sporting fixtures or competitions
- Participation in performances, enrichment activities or leadership roles

Any decision to withdraw a privilege will be:

- Proportionate
- Time-limited
- Reviewed regularly
- Communicated clearly to parents/carers

The purpose of withdrawing privileges is not punitive, but to reinforce expectations and support students in demonstrating the standards required to represent the school positively. Privileges may be reinstated once behaviour has improved, and expectations are consistently met.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

The use of reasonable force is strictly limited to preventing harm, disorder, damage to property or the commission of an offence. It is never used as a form of punishment. Corporal punishment is unlawful and is not used under any circumstances at Marling School.

8.6 Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents / carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions

- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction (likely to be a 'S3: Failure to follow instructions of a staff member').

If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents / carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents / carers as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student

- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.7 Off-site negative behaviour

Sanctions may be applied where a student's behaviour is negative off-site when representing the school. This means negative behaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has negatively behaved off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online negative behaviour

The school can issue behaviour sanctions to students for online negative behaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8.9 Online Safety and the Role of Parents and Carers

The school is fully committed to safeguarding students and promoting positive, respectful behaviour online. Where online behaviour directly impacts on life in school, causes harm or distress to students within the school community, or involves a number of students connected to the school, the school will investigate and respond in line with its Behaviour Policy and safeguarding procedures. This may include sanctions, support, and referral to external agencies where appropriate. However, it must be clearly understood that the school's authority and jurisdiction are limited to behaviour that has a clear and demonstrable impact on the school community.

Parents and carers have a primary legal responsibility for their child's safety and conduct outside of school, including online activity undertaken at home or on personal devices. The school cannot monitor, control, or take responsibility for students' use of the internet, mobile phones, social media, gaming platforms, forums, or messaging services outside of school hours. It is therefore the clear expectation of the school that parents and carers take an active and ongoing role in supervising and managing their child's online behaviour. This includes a duty to ensure that children are using age-appropriate platforms and are not accessing services, apps, websites, or forums which have a legal age restriction above their age.

Parents and carers are expected to:

- Regularly check their child's online activity across all devices, including mobile phones, tablets, gaming consoles, and computers
- Ensure their child is not using apps, websites, or social media platforms that are inappropriate or have a minimum legal age requirement
- Require their child to leave, delete, and disengage from any online groups, chats, or forums where negative, harmful, or abusive behaviour is taking place
- Support their child to block and report users who engage in bullying, harassment, or other harmful behaviour
- Take prompt and appropriate action to address concerns rather than relying on the school to resolve issues that occur outside its jurisdiction

While the school will always work in partnership with parents and carers to support students and will take concerns seriously where negative online behaviour affects school life, it cannot replace parental responsibility. Effective online safety depends on consistent supervision, clear boundaries, and active engagement from parents and carers, in line with their legal duty of care for their child's wellbeing.

8.10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal, or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.11 Zero-tolerance* approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and / or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

**Zero tolerance means all incidents will be taken seriously and addressed, but responses will remain proportionate and context-sensitive.*

8.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information on responding to allegations of abuse against staff or other students.

9. Serious sanctions

9.1 Detentions

As detailed in [Appendix 6: Detentions](#), the school has an escalated approach to detentions:

- Stage 2 detention: 20 minute lunchtime detention
- Stage 3 detention: 45 minute after school detention
- Stage 4 detention: 1 hour after school detention

Detentions are directly linked to negative behaviour events, which means that in response to negative behaviour, any member of staff may record the behaviour on the school's MIS system (Bromcom) and where a detention is linked to that behaviour, the detention will automatically be allocated to the student.

As a way of maintaining a clear and transparent communication with parents / carers, all parents / carers will receive an automated email message alerting them that their child has been issued a detention. The student will also receive an email to their school email account.

The school's expectation is that detentions take priority over other activities and commitments, and the school will not re-schedule detentions that are 'inconvenient' for the student to attend. This would undermine the purpose of using detentions as a deterrent.

However, should parents / carers raise a concern around the date or time of a particular detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Based on any of the above reasons, a member of the senior leadership team may agree to reschedule a detention as a one-off. This does not set any form or precedent.

Further information about the school's detention system can be found: [Appendix 6: Detentions](#).

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Removal can take one of two forms:

- Lesson 'Parking' – when a student is 'parked' they will be sent to work in another classroom for the remainder of that lesson and will be issued with a Stage 3 detention as a sanction for this parking.
- An extended removal from the lesson – when it is not appropriate for a student to return to their timetabled classroom until an incident has been fully investigated or fully resolved, an alternative space will be found for the student work in.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious negative behaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Student support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on the school's MIS (Bromcom), along with details of the incident that led to the removal.

9.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent negative behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to our exclusions policy for more information which can be found on the school's website.

10. Responding to negative from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of negative behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school's approach to anticipating and removing triggers of negative behaviour may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of quiet spaces where students can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

Strategies to support a student may include:

- Meetings with Parents / Carers
- Restorative meetings held between the student and members of staff
- Reintegration meetings
- Daily contact with a member of the pastoral team
- Behaviour monitoring reports with personalised targets
- Behaviour Support Plans (BSP) with personalised targets and support strategies
- Behaviour contracts

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including support in understanding and implementing the school's behaviour policy.

Additionally, through weekly briefings and bulletins, resources and prompts will be shared to support staff's positive use of the school's behaviour policy.

Behaviour management will also form part of continuing professional development and will be designed to address any arising concerns

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every week by members of the pastoral team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and the full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy – see website
 - › [Safeguarding and Child Protection Policy](#)
 - › [Mobile Phone and Wearable Digital Device Policy](#)
 - › [Attendance Policy](#)
-

Appendix 1: Behaviour Expectations at Marling

At Marling, our behaviour expectations reflect who we are and who we strive to be as a grammar school community. They are rooted in our core values of academic excellence, a passion for learning, respect, perseverance and inclusion. These expectations are not simply rules to be enforced, but shared standards that enable all students to succeed.

We believe that positive behaviour is learned and sustained through strong relationships, clear boundaries and consistent encouragement. Our approach is centred on promoting *doing the right thing*, recognising positive choices and supporting students to meet the high standards we set together. When students are at their very best, they exemplify what it means to be a *Marlingtonian*.

All students are expected to contribute to a learning environment in which every member of the school community is **ready, respectful and safe**.

Being ready means arriving on time, equipped and prepared to learn. It includes engaging positively in lessons, demonstrating curiosity and resilience, and taking responsibility for one's own progress. Readiness reflects our commitment to academic excellence and a genuine passion for learning.

Being respectful means treating others with courtesy, kindness and consideration at all times. This includes respect for staff, peers, visitors and the wider community, as well as respect for different perspectives, backgrounds and identities. Respect also extends to our school environment and to the learning of others.

Being safe means making choices that protect the physical and emotional wellbeing of everyone. This includes following instructions, moving calmly and sensibly around the site, and acting in ways that ensure all members of the community feel secure, included and valued.

When behaviour falls short of these expectations, our response is calm, fair and consistent, with a focus on learning, repairing relationships and supporting students to make better choices. We hold students to high standards because we believe in their potential and their ability to contribute positively to the life of the school.

Together, these expectations help Marling remain a place where learning can flourish and where students are supported to become the very best versions of themselves — true Marlingtonians.

Appendix 1 represents a Written Statement of Behaviour Principles approved by the school's governors.

Appendix 2: Celebrating and Rewarding Positive Behaviour

Finding opportunities to positively praise and reward students when they are doing the right thing, and when they are going 'above and beyond' is a key focus within the school's behaviour policy.

Staff are invited to award positive points to students by linking them to one of our five school values:

- Academic Excellence
- Passion for Learning
- Respect
- Perseverance
- Inclusion

For any individual positive 'event', a member of staff can award between 1 and 3 positive points at a time depending on how significant the positive event is that they are celebrating.

Additionally, where a student significantly exceeds expectations, staff may elect to reward the student by recording their positive event as a 'Marlingtonian' award, which carries 5 positive points.

There is no prescription for what warrants a positive point, though staff are encouraged to maintain the value of positive points by not simply issuing them for just meeting the basic expectations. Staff should however take into account the individual needs of students when issuing positive points, using them as a way of promoting positive engagement and improvement as well as acknowledging students who are doing the 'right' thing.

The school will carefully monitor the number of positive points that each student is accruing. Positive points carry the following thresholds:

Letter of acknowledgement	75 positive points
Bronze Award	125 positive points
Silver Award	200 positive points
Gold Award	250 positive points
Platinum Award	300 positive points

Additionally, each half term the school will celebrate students' achievement by issuing 'low value' prizes to selected students. These include:

- Queue jump passes
- Cake / pizza vouchers
- Treats
- Certificates

During the Summer Term, the school will organise reward activities / trips for selected students who have met a set of criteria that will focus around:

- A high number of positive points
- A low number of negative points
- Excellent attendance and punctuality to school*
- Excellent punctuality to lessons

**students' individual circumstances will be taken into account to ensure that no student is unfairly disadvantaged.*

Form Tutors, Heads of Year and Senior Leaders will also seek to find additional opportunities to raise the profile of rewards across the school, incentivising and motivating students to always be their very best.

Appendix 3: An Overview of Behaviour Events

The table below details each of the behaviour events (positive and negative) that are available to record in the school’s MIS (Bromcom).

This offers a clear indicator of

- **Event Type:** Neutral, Positive or Stage 1 → Stage 2 → Stage 3 → Stage 4 → Stage 5
- **Category:** Ready, Respectful or Safe
- **Event Description:** A ‘best-fit’ description of the behaviour.
- **Escalation:** Whether the event should be issued for a stand-alone behaviour or whether it should be part of an escalation.
- **Comment Required:** Is the member of staff required to add a comment to the event log?
- **Outcome:** What is the outcome of the event being logged.

Event Type	Category	Event Description	Escalation	Comment Required	Outcome
Neutral		General Behaviour Concern Raised	Case by case	Yes	• HOY will receive a notification alerting them to this concern
		Marlingtonian	Stand-alone / Escalated	Yes	• Parents / Carers will receive an email notification about the detention
Positive	Ready	Academic Excellence	Stand-alone	No	n/a
		Passion for Learning	Stand-alone	No	
		Perseverance	Stand-alone	No	
	Respectful	Respect	Stand-alone	No	
	Safe	Being Inclusive	Stand-alone	No	
Stage 1	Ready	S1: Low Level Disruption in lesson	Following verbal warning	No	n/a
		S1: Equipment - not ready for learning	Stand-alone	No	
		S1: Arriving late to school or lesson	Stand-alone	No	
		S1: Uniform Infringement	Stand-alone / Expectation Card	No	
		S1: Standard of work not meeting expectations	Following verbal warning	No	
	Respectful	S1: Chewing Gum	Stand-alone	No	
		S1: Use of Inappropriate Language	Following verbal warning	No	
		S1: Dropping Litter	Stand-alone	No	

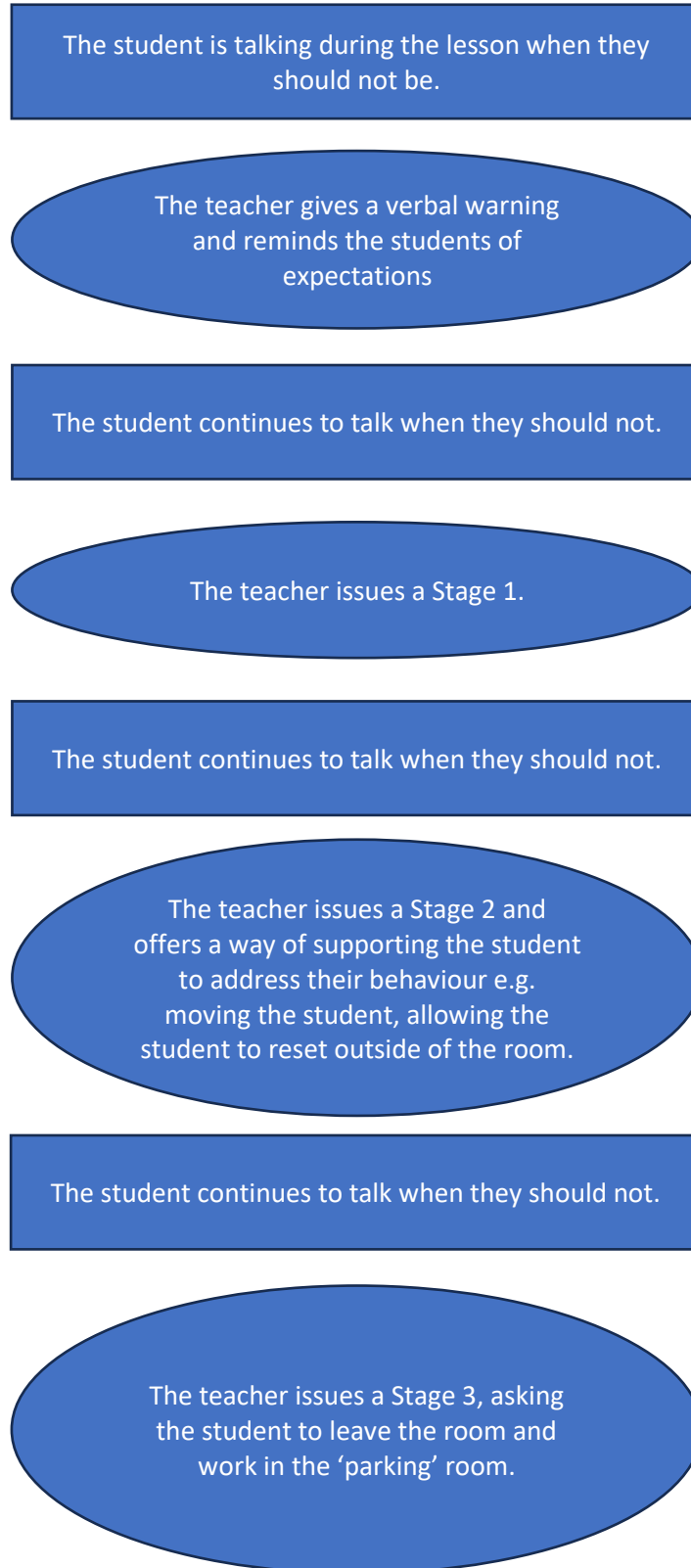
		S1: Respect - lack of respect towards (an)other pupil(s)	Stand-alone	No	
		S1: Respect - lack of respect towards a staff member	Stand-alone	No	
	Safe	S1: Corridor / Social Area - behaviour not meeting expectations	Stand-alone / Expectation Card	No	
		S1: Lack of care in a practical lesson	Escalated	No	
Stage 2	Ready	S2: Two or more lates in a week	Escalated	No	<ul style="list-style-type: none"> • Stage 2 Detention is automatically issued • Parents / Carers will receive an email notification about the detention
		S2: Continued low level disruption in lesson	Escalated	No	
		S2: Homework not completed to the expected standard	Stand-alone	No	
	Respectful	S2: Respect - continued lack of respect towards (an)other pupil(s)	Escalated	No	
		S2: Respect - continued lack of respect towards a staff member	Escalated	No	
	Safe	S2: Corridor / Social Area - behaviour not safe	Stand-alone	No	
		S2: Mobile device visible & confiscated	Stand-alone	No	
		S2: Minor Physical Contact	Stand-alone	No	
		S2: Continued lack of care in a practical lesson	Escalated	No	
	Stage 3	Ready	S3: Behaviour during S2 detention does not meet expectations	Escalated	
S3: Continued Uniform Infringement			Escalated	No	
S3: Failure to return a borrowed device			Stand-alone	No	
S3: Expectation Card - 5 Signatures			Stand-alone	No	
S3: No Expectation Card			Stand-alone	No	
S3: Removal from lesson and parked			Escalated	No	
S3: Missed S2 Detention			Escalated - automated	No	
S3: Truancy from lesson / school			Stand-alone	No	
Respectful		S3: Damage of property - school / student	Stand-alone	No	
		S3: One-off highly disrespectful interaction	Stand-alone	Yes	
		S3: Deliberate defiance / rudeness towards a member of staff	Stand-alone	Yes	
Safe		S3: Poor Behaviour in the Community / on a school trip	Stand-alone	Yes	
		S3: Failure to follow instructions of a staff member	Stand-alone	No	
	S3: Misuse of Technology	Stand-alone	No		

		S3: Persistent disruptive and unsafe behaviour	Escalated	No	<ul style="list-style-type: none"> • HOY will contact Parent / Carer to discuss concerns and issue the behaviour report
		S3: Unsafe Physical Contact	Stand-alone	No	
		S3: Deliberate unsafe behaviour in a practical lesson	Stand-alone	No	
		S3: More than 8 Negative Points in a Fortnight	Escalated	No	
Stage 4	Ready	S4: Persistently not being 'ready'	Escalated	Yes	<ul style="list-style-type: none"> • Stage 4 Detention is automatically issued • Parents / Carers will receive an email notification about the detention
		S4: Missed S3 Detention	Escalated - automated	No	
	Respectful	S4: Behaviour during parking does not meet expectations	Escalated	No	
		S4: One-off Serious Disrespectful Behaviour	Stand-alone	Yes	
		S4: Persistently not being 'respectful'	Escalated	Yes	
	Safe	S4: Bullying	Stand-alone	Yes	
		S4: One-off Serious Unsafe Behaviour	Stand-alone	Yes	
		S4: Persistently not being 'safe'	Escalated	Yes	
S4: Use of racial, homophobic or sexual language		Stand-alone	Yes		
Stage 5	Ready	S5: Ready - Student in Isolation	Case by case	Yes	<ul style="list-style-type: none"> • HOY / SLT will organise for student to be placed in isolation. • Parental meeting arranged.
	Respectful	S5: Respectful - Student in Isolation	Case by case	Yes	
	Safe	S5: Safe - Student in Isolation	Case by case	Yes	

Appendix 4: Escalation of Negative Behaviour

The table in Appendix 3 identifies when events should be issues for a 'stand-alone' behaviour or as part of an 'escalation'.

In order to ensure that negative points are issued in a fair and consistent way, staff are asked to use the below 'escalation chart' as a reference to support their use of 'escalated' points. The chart uses the example of a student disrupting the lesson by continuously talking, however the same approach can be used for any behaviours that can be escalated.



For the purpose of this example, we have referred to a 'teacher', however any member of staff is permitted to issue escalate through the behaviour system where required.

It may not always be necessary for a student to be 'parked' when they reach Stage 3 of the policy.

Appendix 5: Negative Behaviour Thresholds

Purpose of Behaviour Thresholds

At Marling, negative behaviour points are used to identify patterns over time. While individual points address specific incidents, behaviour thresholds help the school recognise when a student's behaviour is consistently not meeting expectations and when further support, monitoring or intervention is required.

Thresholds are not about punishment. They are designed to:

- Identify emerging concerns early
- Support students to improve their behaviour
- Maintain high standards consistently
- Ensure appropriate intervention is put in place

The school regularly tracks and reviews behaviour points across all year groups to ensure that support is timely, proportionate and effective.

Eight or More Negative Points in a Fortnight

Where a student accrues eight or more negative points within a two-week period, this indicates that behaviour is not meeting expectations consistently.

In these circumstances, the student will be issued with:

- S3: More than 8 Negative Points in a Fortnight

As a result, the student will be placed on a two-week Behaviour Report.

Behaviour Report

The purpose of the Behaviour Report is to:

- Monitor behaviour and engagement closely
- Identify patterns or triggers
- Support the student to reset expectations

During the Behaviour Report:

- Behaviour and engagement are tracked daily
- The Form Tutor reviews and signs the report each day
- The Head of Year and parents/carers review and sign the report weekly

Parents/carers will be contacted to inform them that their child has been placed on a Behaviour Report. This is a supportive measure, intended to help students reflect, improve and return to positive habits as quickly as possible.

Forty or More Negative Points (Across the Academic Year)

Where a student accrues 40 or more negative points at any point during the academic year, this indicates a more sustained concern and will trigger further review.

In these cases:

- The student will be discussed by the Pastoral Team
- The student may be issued with a Behaviour Support Plan (BSP)

Behaviour Support Plan (BSP)

A Behaviour Support Plan will typically run for six weeks and begins with a parental meeting, which the student will also attend. The meeting will be led by the Head of Year.

During this meeting, the pastoral team will:

- Review the negative points accrued
- Identify patterns and areas of concern
- Agree a clear set of behaviour targets

As part of the BSP:

- Parents/carers and the student are encouraged to share suggestions about how the school can best support improvement
- Support strategies and interventions are agreed and monitored
- Progress is reviewed regularly

The BSP is designed to provide structured, targeted support while maintaining high expectations.

Review, Extension and Further Action

At the end of the six-week Behaviour Support Plan, progress will be formally reviewed.

- If the student has met the agreed targets, the BSP will end and the student will continue to be monitored through normal pastoral systems.
- If the student has been unsuccessful in meeting the targets, the BSP may be extended, and the school will continue to work closely with parents/carers to support improvement.

Where a Behaviour Support Plan has been extended for a second time and a student continues to fall short of expectations, the school may begin discussions around alternative approaches to support the student more effectively.

These may include:

- Reviewing and adjusting the student's timetable
- Moving classes or changing teaching groups
- Trialling a managed move
- Introducing further targeted interventions

In the most serious cases, where behaviour continues to significantly fall short of expectations despite sustained support and intervention, this process may ultimately lead to:

- Suspensions, or
- Permanent exclusion

Any such decisions will be taken carefully, proportionately and in line with statutory guidance.

Equality, Diversity and Inclusion

Marling takes its commitment to equality, diversity and inclusion very seriously when managing and supporting behaviour.

Where a student meets behaviour thresholds, the school will consider whether there are any barriers affecting the student's ability to meet expectations. These barriers may relate to:

- Special educational needs or disabilities
- Mental health or emotional wellbeing
- Language or communication needs
- Socio-economic factors
- Other protected characteristics or wider contextual factors

Where such barriers are identified, the school will put appropriate reasonable adjustments and support in place. This ensures that:

- No student is disadvantaged
- Behaviour expectations remain high but fair
- Students are supported to improve in a respectful and inclusive way

High standards apply to all students, but the support provided may differ to ensure equity and fairness.

Supporting Improvement

The purpose of behaviour thresholds and support plans is always to:

- Help students understand expectations
- Identify trends and underlying needs
- Work in partnership with parents/carers
- Put effective support in place

By combining high expectations with inclusive, targeted support, Marling aims to help every student improve their behaviour and succeed within the school community.

Appendix 6: Detentions

Purpose of Detentions

Detentions at Marling are used to reinforce high standards of behaviour, learning and responsibility. They provide students with structured time to reflect on their choices, complete missed or incomplete work and reset expectations. Detentions are not intended to be punitive, but to support students in learning from mistakes and moving forward positively.

Detentions form part of the school's staged behaviour system and are issued automatically when a behaviour event is recorded that is linked to a detention.

Location and Expectations

All detentions take place in Room SB01 and are supervised by a member of staff.

During all detentions, students are expected to:

- Arrive on time
- Follow staff instructions
- Work in silence
- Complete the task set, either a reflection or independent work

Failure to meet expectations during a detention will result in further sanctions.

Stage 2 Detention (S2) – Lunchtime

- Length: 20 minutes
- When: At the start of lunchtime
- Location: Room SB01

Arrival and registration times:

- Students in Years 7, 9 and 11 must arrive by 12:25 p.m. and register with the member of staff taking the detention

- Students in Years 8, 10 and the Sixth Form must arrive by 1:25 p.m. and register with the member of staff taking the detention

During an S2 detention, students will complete:

- A reflection task, or
- Independent work set by staff

Students who receive an S2 detention for homework not being completed or not meeting expectations must use the detention time to complete this homework.

All work must be completed in silence.

All S2 behaviour points are directly linked to an S2 detention.

Stage 3 Detention (S3) – After School

- Length: 45 minutes
- When: Tuesday or Friday
- Time: 3:15 p.m. – 4:00 p.m.
- Location: Room SB01

Expectations during an S3 detention remain the same as for an S2 detention. Students will complete reflection or independent work in silence and follow all staff instructions.

All S3 behaviour points are directly linked to an S3 detention.

Stage 4 Detention (S4) – After School

- Length: 60 minutes
- When: Tuesday
- Time: 3:15 p.m. – 4:15 p.m.
- Location: Room SB01

Expectations remain the same: students are expected to work in silence and engage appropriately for the full duration of the detention.

All S4 behaviour points are directly linked to an S4 detention.

Attendance and Escalation

It is the responsibility of students to ensure they attend all detentions issued.

- If a student is absent from school on the day of a detention, it will be rescheduled for the next available slot.
- If a student is in school but fails to attend a detention, the detention will be escalated, as follows:
 - Missed S2 → S3: Missed S2 Detention and placement into an S3 detention
 - Missed S3 → S4: Missed S3 Detention and placement into an S4 detention
 - Missed S4 → Referral to the Head of Year and possible escalation to S5 Internal Isolation

Priority of Detentions

Detentions must take priority over all other commitments. Students are not permitted to request a detention be moved because it is inconvenient.

This includes (but is not limited to):

- Lunchtime clubs

- After-school clubs
- Rehearsals
- Sports fixtures or training

These activities are privileges and may only be attended when students are meeting behaviour expectations.

Exceptional Circumstances

If a student is genuinely unable to attend a detention for a valid reason, such as a medical appointment, the student or parent/carer must contact the school as soon as possible. The school will take all reasonable steps to reschedule the detention where appropriate.

Communication with Students and Parents

When a detention is issued:

- Students are notified via their school email account
- Parents/carers are notified via the email address held by the school

The notification will confirm:

- The type of detention
- The date, time and location

Behaviour During Detentions

Students are expected to meet behaviour expectations during detentions. Failure to do so will result in escalation:

- Poor behaviour during an S2 detention → S3: Behaviour During S2 Detention Did Not Meet Expectations
- Poor behaviour during an S3 detention → S4: Behaviour During S3 Detention Did Not Meet Expectations
- Poor behaviour during an S4 detention → Referral to Head of Year and possible S5 Internal Isolation

Maintaining High Standards

Detentions support the school's commitment to fairness, consistency and high expectations. By attending detentions promptly and engaging positively, students demonstrate responsibility and a commitment to improving their behaviour and learning.

Meeting expectations during and after a detention is an important step in moving forward successfully.

Appendix 7: Developing Relational Practice

At Marling, our approach to behaviour is grounded in *relational practice*. This means we believe that positive behaviour is best achieved when staff, students and parents work together in partnership, with shared expectations and a common commitment to high standards.

Relational practice recognises that how adults respond to behaviour matters. Calm, fair and consistent responses help students feel safe, valued and ready to learn. This approach focuses on encouraging positive choices, promoting *doing the right thing* and supporting students to learn from mistakes, rather than relying on punishment alone.

High expectations remain central to this approach. Students are held accountable for their behaviour, but always within a framework that values dignity, reflection and growth.

The Role of Staff

Staff at Marling are committed to:

- Building positive, respectful relationships with students
- Modelling the behaviour and values we expect to see
- Setting clear boundaries and maintaining high standards
- Responding to behaviour calmly, consistently and fairly
- Focusing on learning from mistakes and restoring relationships
- Recognising and reinforcing positive behaviour

Staff understand that mistakes are part of learning. When behaviour falls short, adults support students to reflect, take responsibility and make better choices.

The Role of Students

Students are expected to:

- Take responsibility for their behaviour and actions
- Follow instructions and meet the school's expectations
- Be ready, respectful and safe at all times
- Accept support and guidance when behaviour needs to improve
- Repair relationships and learn from mistakes

Taking responsibility and putting things right are key parts of personal growth.

The Role of Parents and Carers

Parents and carers are essential partners in this approach and are asked to:

- Support and reinforce the school's behaviour expectations
- Promote positive attitudes towards learning and behaviour
- Encourage students to take responsibility for their choices
- Work constructively with staff to support behaviour improvement

When parents and carers support the school's approach, students receive clear, consistent messages about expectations.

Relational practice at Marling is most effective when **staff, students and parents work together**, with mutual respect and a shared belief in every student's ability to meet high standards. Through this partnership, we create a calm, respectful and inclusive environment where learning can flourish.

Appendix 8: Communication with parents / Carers

Working in Partnership

At Marling, we believe that positive communication and open dialogue between the school and parents/carers is essential to supporting students to succeed. We are committed to working in partnership with families to celebrate achievements, share successes and address concerns when behaviour does not meet expectations.

Our approach to communication is underpinned by fairness, transparency and a shared commitment to maintaining high standards.

Access to Behaviour Information

Parents/carers have access to the MCAS (My Child at School) Parent App, which is linked directly to the school's Management Information System (Bromcom).

Through the MCAS app, parents/carers can:

- View a live feed of behaviour events linked to their child
- See both positive and negative behaviour points
- View any upcoming detentions and whether these have been attended

This ensures that parents/carers have timely and accurate information about their child's behaviour and engagement in school.

Communication Around Behaviour Incidents

For most low-level behaviour incidents, the school will not contact parents/carers directly. These incidents are recorded on Bromcom and are visible through the MCAS app.

Where:

- A higher-level behaviour incident occurs, or
- A pattern or trend of negative behaviour is identified

The school will make direct contact with parents/carers to discuss concerns and to work collaboratively to support improvement.

Detentions

Whenever a student is issued with a detention:

- Parents/carers will receive an automated email from the school

This email will include:

- The behaviour event that led to the detention
- The date, time and type of detention

The purpose of this communication is to ensure that parents/carers are clear about the sanction and are able to support the school in ensuring that their child attends the detention as required.

Raising Concerns and Seeking Feedback

The school is always happy to discuss behaviour incidents with parents/carers.

- Where a behaviour incident occurs within a lesson, parents / carers may email reception@marling.school to request feedback from the member of staff who logged the behaviour event.
- Where behaviour concerns are more general or ongoing, parents/carers are encouraged to contact the relevant Head of Year to discuss these concerns.

If parents/carers feel that their concerns have not been fully addressed, they may escalate these to a member of the Senior Leadership Team.

Celebrating Positive Behaviour

Celebrating positive behaviour is a key part of our approach at Marling.

Throughout the academic year:

- Parents/carers receive updates on the positive behaviour points their child accrues
- Teachers are encouraged to send positive emails and make positive phone calls home

Each half term:

- Teachers are invited to share celebratory comments for selected students
- These comments are emailed home to parents/carers

Subject areas are also encouraged to be proactive in recognising and communicating positive behaviour and effort.

This approach helps to:

- Build strong relationships between students, staff and families
- Reinforce high standards
- Raise the profile of positive behaviour across the school

A Shared Commitment

Effective behaviour support relies on clear communication, mutual respect and partnership. By keeping parents/carers informed and involved, we work together to ensure that students are supported, challenged and celebrated as they grow and succeed at Marling.

Appendix 9: Equipment for Learning Expectations

Being Ready to Learn

At Marling, being ready means arriving at every lesson prepared to learn, participate and succeed. Having the correct equipment is a key part of this readiness. It ensures that learning time is used effectively, lessons are not disrupted, and students can engage fully with their work.

All students are expected to take responsibility for checking their equipment before school and ensuring they are fully prepared for each lesson.

Core Equipment Expectations

All students are expected to have the following equipment ready to use in every lesson:

- A minimum of two blue or black pens
- A pencil
- A pencil sharpener
- A rubber
- A whiteboard pen
- A glue stick
- A highlighter
- A ruler
- A reading book
- Correct school uniform
- Where students have access to it, their digital device

In addition:

- Key Stage 3 and Key Stage 4 students must have a maths set
- Key Stage 3 and Key Stage 4 students must have a calculator

Subject-Specific Materials

Students are also expected to bring:

- All relevant exercise books and folders for their subjects
- Any textbooks that have been issued or provided by the school

Teachers will make expectations clear, and students are expected to organise their equipment and materials in advance.

Support with Digital Devices

Where a lesson requires the use of a digital device and a student does not have access to their own, the student may:

- Borrow a school device from the Library for the day

Borrowed devices must be:

- Collected before lessons begin
- Returned to the Library at the end of the school day

Failure to return a borrowed device will result in:

- S3: Failure to Return a Borrowed Device

When Equipment Is Missing

If a student is not fully equipped for learning, this impacts their readiness and the learning of others. Where this occurs, the following may be issued:

- S1: Equipment – Not Ready for Learning

This sanction reinforces the importance of preparation and helps students develop good habits for learning.

High Standards and Responsibility

Being properly equipped is not about punishment, but about responsibility, independence and respect for learning. Students who are prepared are better able to focus, persevere and achieve.

Parents and carers play an important role by:

- Supporting students in organising equipment
- Checking that essential items are ready each day
- Encouraging responsibility and independence

By maintaining high expectations around equipment, we ensure that every lesson begins with students ready to learn and able to engage fully in their education.

Appendix 10: Uniform Expectations

High Standards of Presentation

At Marling, we have high expectations of students' appearance. Wearing the school uniform correctly, smartly and consistently reflects pride in the school community and supports a calm, purposeful environment where learning can flourish.

Uniform expectations apply throughout the school day and when students are travelling to and from school. Full details of required uniform are set out in the [School Uniform Policy](#). This appendix explains how uniform expectations link directly to behaviour and being ready for learning.

Being Ready for Learning

Excellent presentation is an important part of being ready. Students who arrive in correct uniform, worn properly, show that they are prepared to learn, focused on their work and respectful of shared standards.

Being ready includes:

- Wearing the full, correct uniform for the day
- Ensuring shirts are tucked in, the top button fastened and the tie worn correctly
- Wearing all required uniform items, including the blazer
- Wearing the school lanyard and having a personalised school ID card with them at all times

These expectations are clear and apply to all students.

Wearing PE Kit to School (Years 7–10)

Students in Years 7–10 may wear their full Marling School PE kit to school only on days when they have:

- A PE or Games lesson, or
- A school sports fixture that requires them to leave during the school day

On these days, students may wear the full PE kit to and from school and throughout the day. If additional layers are worn, these must be the approved Chadwick Stadium Pant and ¼ Zip Mid Layer, as set out in the [School Uniform Policy](#).

On all other days, students must attend school in full school uniform. Students attending lunchtime sports clubs only are expected to arrive in uniform and change for the activity.

This arrangement is a privilege, and students are expected to use it responsibly.

Lanyards, ID Cards and Day Passes

For safeguarding and identification purposes, all students must wear their school lanyard and have their personalised school ID card with them at all times.

If a student arrives at school without their lanyard or ID card, they are expected to:

- Collect a day pass from Reception

This ensures that students can be easily identified and that their year group is clear to staff.

Students who need to borrow a day pass will be issued with:

- S1: Uniform Infringement

Uniform Issues, Sanctions and Support

Where a student does not meet uniform expectations, staff will address this promptly and consistently. Depending on the situation, one or more of the following may be applied:

- A signature on the student's expectations card
- S1: Uniform Infringement
- S3: Uniform – Continued Uniform Infringement (where expectations have already been made clear and the issue continues, including misuse of PE kit permissions)

Sanctions are used to reinforce expectations and help students make better choices, not to punish unnecessarily.

Allowance Passes and Communication

We recognise that there may be occasions when a student does not have part of their uniform due to loss, damage or another valid reason.

In these situations:

- The student or parent/carer should contact the Pastoral Team as soon as possible at student.support@marling.school

- Where appropriate, the school may issue a time-bound Allowance Pass

An Allowance Pass confirms that:

- The school is aware of the issue
- Time has been authorised for the uniform item to be replaced
- The student should not be sanctioned while the pass is valid

This approach ensures fairness and consistency while maintaining high standards.

Pride, Responsibility and Partnership

Uniform is a visible sign of belonging to the Marling community. Wearing it well demonstrates respect for oneself, for others and for the school. Students are expected to take responsibility for their presentation and to check their uniform each day.

Parents and carers play an important role by:

- Supporting uniform expectations
- Helping students make the correct choice about uniform or PE kit each day
- Communicating promptly with the school when issues arise

Maintaining high standards of uniform is not about punishment, but about ensuring that all students are ready to learn, easily identifiable, and proud to represent Marling.

Appendix 11: Expectation Cards

Purpose of Expectation Cards

At Marling, we expect students to maintain high standards of behaviour and presentation at all times, including when moving around the school site. Expectation cards are used to support this by providing a simple, visible and consistent way for staff to address issues with uniform or conduct as they occur.

Expectation cards allow staff to reinforce expectations quickly and calmly, without the need to record a negative behaviour on the school's MIS (Bromcom) while on duty. They help maintain standards while keeping the focus on learning, safety and respect.

Ready, Respectful and Safe

Expectation cards support our core behaviour principles:

- **Ready** – correct uniform and presentation
- **Respectful** – calm, courteous behaviour around the site
- **Safe** – sensible movement and behaviour that keeps everyone safe

Where a student's uniform is not up to standard, or where their conduct while moving around school falls short of expectations, a member of staff may stop the student and sign their expectation card.

Carrying an Expectation Card

All students are expected to:

- Carry their expectation card at all times
- Keep it stored in the back of their ID card holder, attached to their lanyard
- Present it immediately when requested by a member of staff

Expectation cards form part of the school's uniform and readiness expectations.

Lost or Forgotten Expectation Cards

If a student:

- Loses their expectation card, they must go to the Pastoral Hub to collect a replacement
- Forgets their expectation card, they must go to the Pastoral Hub to collect a day expectation card

Students are expected to act proactively. Failure to collect a replacement or day card means that if a member of staff needs to sign the card, the student will instead be issued with:

- S3: No Expectation Card

Accruing Signatures

Signatures may be issued for:

- Uniform not meeting expectations (readiness)
- Conduct while moving around the site (respect and safety)

Signatures can be for any combination of these behaviours.

When a student accrues five signatures on their expectation card:

- The card will be handed to the Pastoral Hub
- The student will be issued with:
 - S3: Expectation Card – 5 Signatures
- The student will then receive a new, clean card

Resetting Expectations

All students are issued with a clean expectation card at the start of every half term. This reinforces the message that expectations are ongoing, and that students are always given a fresh opportunity to meet the school's high standards.

Maintaining High Standards

Expectation cards are not designed to catch students out or to punish. They are a practical tool to:

- Reinforce high standards consistently
- Support calm movement around the school
- Promote readiness, respect and safety at all times

By taking responsibility for their expectation card and responding positively to feedback, students help maintain a school environment where learning can flourish and everyone feels safe and respected.

Appendix 12: Anti-Bullying and Hate at Marling

Our Commitment to Safety

At Marling, bullying and hateful behaviour have no place. Every student has the right to feel safe, respected and supported, both physically and emotionally. A safe environment is essential for learning, wellbeing and belonging, and all members of the school community share responsibility for maintaining it. This appendix sits alongside the Behaviour Policy and reflects national statutory guidance for schools in England. It supports our core expectation that all students are ready, respectful and safe, and that their behaviour helps others to feel the same.

What Is Bullying?

Bullying is behaviour that is:

- Deliberate
- Repeated
- Intended to cause harm
- Involves an imbalance of power

Bullying can make students feel unsafe, anxious or excluded, and can seriously affect wellbeing and learning. It will never be dismissed as “banter”, “just joking” or “part of growing up”.

Not all conflict is bullying. Disagreements or fallouts between students can occur and are often part of learning to manage relationships. However, conflict becomes bullying when it is repeated, targeted or creates an environment where someone feels unsafe or threatened.

Supporting students to be ready to resolve conflict, respectful in their interactions and safe in their choices helps prevent such situations from escalating.

Hate and Prejudice-Based Bullying

Hate or prejudice-based bullying targets someone because of who they are or are perceived to be. This may include bullying related to:

- Race, ethnicity or culture (including Gypsy, Roma and Traveller communities)
- Religion or belief
- Disability or special educational needs
- Sexual orientation or gender identity
- Sex or gender
- Appearance, health or home circumstances

This behaviour is particularly harmful because it attacks a person’s identity and sense of belonging. Any form of hate-based bullying is treated seriously, as it undermines safety, inclusion and respect across the whole school community, and prevents students from feeling able to learn in a ready, respectful and safe environment.

Forms of Bullying

Bullying can take many forms, including:

- Physical behaviour
- Verbal abuse
- Written or online communication (including cyberbullying)
- Sexual or sexist behaviour, including harmful sexual behaviour
- Racist, homophobic, transphobic or faith-based bullying
- Intimidation, exclusion or damage to property

Students who encourage, join in with or ignore bullying behaviour may also be contributing to an unsafe environment. Being respectful upstanders, rather than passive bystanders, helps keep the community safe.

Preventing Bullying and Promoting Safety

We work proactively to prevent bullying and promote a culture of safety through:

- Clear expectations for behaviour, including being ready, respectful and safe
- Teaching respect, inclusion and empathy through the curriculum and assemblies

- Staff modelling calm, respectful relationships
- Clear and accessible reporting routes for students
- Ongoing staff training and awareness

Our aim is to ensure that students feel confident to speak up and that concerns are addressed early, before harm escalates.

Reporting and Responding to Bullying

Students and parents/carers are encouraged to report concerns as soon as possible. Bullying can be reported to any member of staff and will always be taken seriously.

Our response aims to:

- Ensure the student experiencing bullying feels safe
- Stop the behaviour
- Prevent further harm
- Support learning and repair relationships

Incidents are investigated carefully and recorded. Responses are proportionate, fair and focused on keeping everyone safe, both immediately and in the longer term.

How Staff Will Respond

Staff will:

- Listen carefully to all students involved to establish what has happened
- Take every concern seriously, including concerns raised indirectly
- Act promptly and consistently to uphold a ready, respectful and safe environment
- Record all information accurately and without delay
- Inform the Designated Safeguarding Lead where there is any indication of risk
- Inform parents and carers, unless doing so would place a child at further risk
- Challenge all behaviour that undermines safety or inclusion, including hate incidents, harmful sexual behaviour and prejudice-based bullying
- Provide support for all students involved – those targeted, those accused and any witnesses
- Monitor the situation to ensure the behaviour does not reoccur

In very serious cases, including threats, harassment, hate incidents, harmful sexual behaviour, sexual harassment or assault, or significant online abuse, it may be necessary to report incidents to the police in line with statutory safeguarding responsibilities.

Roles and Responsibilities

Staff are expected to:

- Act promptly and consistently to address bullying
- Support students who feel unsafe
- Model and promote being ready to learn, respectful in conduct and safe in behaviour
- Record, monitor and follow up concerns

Students are expected to:

- Treat others in ways that help them feel safe
- Be ready to report concerns, respectful in their interactions and safe in their choices

- Report bullying they experience or witness
- Take responsibility for their behaviour and its impact on others

Parents and carers are asked to:

- Inform the school of concerns
- Support the school's actions
- Encourage students to speak honestly and act responsibly

Monitoring and Review

All bullying and hate incidents are recorded and reviewed regularly to identify patterns, ensure appropriate action and support a school environment where everyone feels ready, respectful and safe.

By working together, we aim to create a calm, respectful and inclusive school where safety is protected, differences are valued and every student can learn without fear.

Appendix 13: Fairness, Consistency, Equality and Equity at Marling

At Marling, fairness and consistency are central to our approach to behaviour. All students are held to high standards and are expected to be ready, respectful and safe. At the same time, we recognise that students are individuals, and that fairness does not always mean treating everyone in exactly the same way.

Fairness and Consistency

Consistency means that staff apply the school's behaviour expectations and procedures reliably and predictably. This helps students understand what is expected of them and feel secure in knowing that behaviour is managed calmly and fairly.

Fairness means that decisions are made thoughtfully, taking account of individual circumstances while maintaining high standards. Fairness is not about lowering expectations, but about responding in a way that supports students to meet them.

Equality and Equity

Equality means giving everyone the same rules, expectations and opportunities.

Equity means recognising that some students may need different levels of support in order to meet those same expectations.

At Marling, we aim for both. All students are expected to meet the same behaviour standards, but some may require reasonable adjustments, additional guidance or alternative approaches to help them succeed.

Meeting Individual Needs

When managing both positive and negative behaviour, staff will consider the individual needs of students, including (but not limited to):

- Special educational needs and disabilities
- Social, emotional or mental health needs
- Language or communication needs
- Socio-economic circumstances
- Academic ability
- Any other protected characteristics

Staff will use professional judgement to ensure that responses to behaviour do not unfairly disadvantage any student. This may include adapting strategies, offering additional support or allowing extra time to learn and embed expectations.

High Standards for All

Equity does not mean excusing poor behaviour or having different standards. All students are accountable for their actions. However, the *route* to meeting expectations may look different for different students.

Positive behaviour will be recognised in ways that are meaningful and inclusive, and when behaviour falls short, responses will be proportionate, supportive and focused on learning and improvement.

By combining consistency with equity, Marling seeks to create a respectful, inclusive and supportive environment where every student is given a fair opportunity to succeed.

The school will review behaviour data termly for disproportionate impact on any protected group and publish summary findings to governors.

Appendix 14: Attendance and Punctuality

Being Ready for Learning

At Marling, attendance and punctuality are central to being ready for learning. Students who attend school regularly and arrive on time to lessons are better able to engage, make progress and benefit fully from their education.

The school's expectation is that all students:

- Attend school every day, unless absence is unavoidable and authorised
- Attend every timetabled lesson when they are in school
- Arrive at school and to lessons on time and ready to learn

This appendix sets out how attendance and punctuality expectations are reinforced through the Behaviour Policy. Full statutory procedures, coding and attendance interventions are detailed in the [School Attendance Policy](#).

Attendance at Lessons

When students are present on site, they are expected to attend **all** scheduled lessons. This expectation applies across all year groups, including the Sixth Form.

If a student is in school but does not attend a lesson for a reason that is not authorised or acceptable, this will be treated as truancy and will result in:

- S3: Truancy from Lesson / School

Where it is determined that a student has deliberately truanted a lesson:

- Parents/carers will be contacted
- A detention will be issued in line with the Behaviour Policy
- Persistent cases will be reviewed by the pastoral team, in line with the Attendance Policy

Students are responsible for ensuring that staff are informed in advance of any pre-arranged or authorised reason for missing a lesson.

Punctuality to School

Students are expected to arrive at school on time each day.

The school recognises that many students travel long distances to attend Marling. However, it remains the responsibility of students and parents/carers to ensure that transport arrangements allow for punctual arrival.

The Attendance Team:

- Records and monitors punctuality
- Works with parents/carers where patterns of lateness emerge
- Applies attendance procedures and codes in line with the Attendance Policy

Behaviour sanctions are used alongside these procedures to reinforce readiness and responsibility.

Punctuality to Lessons

When students are on site, the school has very high expectations that they arrive **at** every lesson promptly.

The school recognises that:

- The site is large
- Travel between lessons can take time

Teachers are mindful of this and will often allow students to pack up and move a few minutes early to support punctual arrival. Students are expected to:

- Move calmly and purposefully between lessons
- Arrive within a reasonable and prompt time
- Be ready to begin learning when the lesson starts

Failure to meet these expectations impacts learning and readiness.

Behaviour Sanctions for Lateness

Where students do not meet punctuality expectations, the following behaviour sanctions may be applied:

- S1: Arriving Late to School or Lesson - Issued for occasional lateness without a valid reason
- S2: Two or More Late in a Week - Issued where lateness becomes repeated or persistent within a short period

Persistent lateness will also be monitored through attendance systems and may trigger further intervention in line with the Attendance Policy

Partnership and Support

Attendance and punctuality are most effective when school and homework in partnership. Parents and carers play a key role by:

- Supporting consistent routines
- Ensuring transport arrangements allow for punctual arrival
- Communicating with the school where difficulties arise

The purpose of behaviour sanctions in this area is not punitive. They exist to:

- Reinforce readiness for learning
- Promote responsibility and good habits
- Ensure lessons start calmly and on time

By aligning behavioural expectations with statutory attendance procedures, Marling ensures a consistent, fair and supportive approach that helps all students succeed.

Appendix 15: Internal Isolation

Purpose of Internal Isolation

Internal isolation (sometimes referred to as internal suspension or internal exclusion) is a serious sanction used in response to significant or persistent breaches of the school's behaviour expectations.

Its purpose is to:

- Restore calm and safety following serious incidents
- Provide a clear consequence for behaviour that falls significantly short of expectations
- Allow time for reflection and reset
- Prevent disruption to the learning of others
- Maintain high standards consistently across the school

Internal isolation is not used as a punishment in itself, but as a structured and supervised opportunity for students to reflect on their behaviour and return to the school community successfully.

Provision and Supervision

Where it is necessary to internally isolate a student:

- A suitably quiet, supervised workspace will be provided.
- The student will spend the full school day under supervision.
- The student will not attend normal timetabled lessons.
- The student will not access the wider school community or interact with peers during the day.

The student will be permitted:

- Supervised break and lunchtime
- Appropriate toilet breaks

At all times, supervision will be appropriate to the student's age, needs and circumstances.

Educational Provision

Internal isolation is not a withdrawal of education.

Work will be provided by the student's subject teachers for the day to ensure:

- Continuity of learning
- Access to meaningful curriculum content
- No unnecessary disadvantage

Students will complete independent work during the isolation period to minimise any impact on academic progress.

Where a student has additional needs (including SEND), reasonable adjustments will be made where appropriate.

Duration

Internal isolation will normally last for one school day.

In more serious cases, or where behaviour concerns persist, it may be necessary for a student to be internally isolated for up to — but no more than — five consecutive school days during a single period.

Any decision to extend internal isolation beyond one day will be made by a member of the Senior Leadership Team.

Internal isolation will not be used as a substitute for suspension where a suspension would be more appropriate under statutory guidance.

Communication with Parents/Carers

Parents/carers will be informed on the same day that internal isolation is issued.

Where isolation lasts for more than one day, the school will communicate clearly:

- The reason for the sanction
- The duration
- The support being put in place
- The expectations for reintegration

A reintegration conversation or meeting may take place before the student returns to mainstream lessons.

Safeguarding and Equality Considerations

Before issuing internal isolation, the school will consider:

- Whether there are safeguarding factors relevant to the incident
- Whether SEND, disability, mental health or other contextual factors require reasonable adjustment
- Whether additional support is required

The school will monitor the use of internal isolation to ensure it is applied fairly and proportionately and does not disproportionately impact any group of students.

Reintegration

Following internal isolation, students will be supported to return to normal lessons successfully.

This may include:

- A restorative conversation
- A behaviour reset conversation
- Short-term monitoring or report
- Targeted pastoral support

The aim is always successful reintegration and improvement in behaviour.

APPENDIX 16: Homework Expectations, Standards and Sanctions

Homework is an essential part of learning at Marling and is used to consolidate classwork, extend understanding, and support students to develop strong independent study habits. This appendix outlines the school's expectations for homework, the standards students are required to meet, and the circumstances in which negative points should be issued. It should be read in conjunction with Section 8.4: Responding to Negative Behaviour of this policy.

Communicating Homework Expectations

To ensure clarity and fairness, teachers must communicate the expected standard of homework clearly and explicitly. This may include:

- Suggested length or level of detail
- Approximate time students should spend on the task
- Specific success criteria, checklists or model responses
- Key questions or elements that must be included
- Expectations for revision notes, sketches, drafts or resources
- Requirements for online platforms (e.g. completing all steps, reviewing feedback)

These expectations may be given verbally and set on Teams, or provided via class resources. Students should know what a minimum acceptable standard looks like before completing the task.

When an S2 Sanction *Should* Be Issued

An S2: Homework not completed to the expected standard (see Section 8.4) may be issued when:

- a student does not attempt the homework
- a student does not complete the homework to the expected standard that was clearly communicated.
- a student cannot produce required revision notes or resources which were explicitly part of the homework task
- a student is set an online revision/practice activity with clear expectations and opportunities to retry, and does not meet the minimum expected standard due to lack of engagement, not due to academic difficulty

In all cases, sanctions must relate to a lack of effort, not a lack of attainment.

When an S2 Sanction *Should Not* Be Issued

An S2 should not be issued:

- Purely because a student did not achieve a minimum mark, grade, or score in a test
- When expectations for the homework were not clearly communicated
- When a student made a genuine attempt but struggled due to misunderstanding, gaps in learning, or SEND needs
- When students require support or clarification and this has not yet been provided
- When the homework was dependent on resources, equipment or technology that the student did not reasonably have access to

Test performance alone cannot be used as evidence of effort.

Worked Examples

Example A – Revision for a Test

Homework: “Revise for the test.”

Outcome: Student scores below target.

- No S2 is issued, because the task did not include specific expectations.

- If the teacher required revision notes, a checklist, or a revision resource, and the student cannot produce this, then an S2 may be appropriate.

Example B – Online Platform with Retry Options

Homework: Online revision quiz with unlimited attempts and feedback; teacher states the minimum expected score is 70%.

- If the student does not engage meaningfully or makes only superficial attempts an S2 is appropriate.
- If the student makes genuine attempts, uses feedback, but cannot reach 70% no S2 should be issued.

Example C – Incomplete or Low-Effort Work

Homework required a page of written responses; student submits two short sentences with little effort despite clear instructions an S2 is appropriate.

Follow-Up Expectations After an S2

When an S2 is issued for homework:

- The student may be required to complete or redo the homework in the S2 detention (see [Appendix 6](#)).
- The teacher must check whether the student requires additional support, scaffolding, equipment or clarification.
- A reasonable and clearly communicated timescale must be set for completing the outstanding work.
- Repeated concerns should trigger communication with parents, and where needed, liaison with the Head of Department or Head of Year.

Principles Underpinning Homework Sanctions

Sanctions relating to homework must be:

- Fair – based only on communicated expectations.
- Consistent – applied across subjects and year groups.
- Focused on effort, not attainment.
- Supportive – helping students improve their study skills.
- Transparent – students should understand clearly why an S2 has been issued.

The purpose is to improve learning, not to penalise students for academic difficulty.

Positive Behaviour Points for Homework

Homework is also an important opportunity to recognise and reinforce positive learning behaviours. Where a student completes homework to a particularly high standard, demonstrates exceptional effort, or produces work that goes significantly beyond the minimum expectation, staff are encouraged to award positive behaviour points (see [Appendix 2](#)). Examples may include:

- Highly detailed or thoughtful work showing strong engagement
- Well-constructed revision notes or resources demonstrating genuine effort
- Independent research or extension work beyond the task set
- Evidence of significant perseverance on a challenging task

Positive points should be awarded in line with the school's values (Academic Excellence, Passion for Learning, Perseverance, Respect, Inclusion) and used to celebrate excellent attitudes towards independent learning.