



Behaviour Policy: Student & Parent Quick Reference Guide

This guide explains how behaviour works at Marling School. It outlines what we expect from students, how we recognise positive behaviour, and what happens if behaviour falls below expectations. This is a quick reference summary of the school's Behaviour Policy which can be found here: [Behaviour Policy](#)

Our Expectations

At Marling, we expect all students to be:

Ready

- Arrive on time
- Bring the correct equipment
- Be prepared to learn
- Complete classwork and homework

Respectful

- Speak politely to staff and other students
- Follow instructions first time
- Respect differences and the school community
- Look after the school environment

Safe

- Make choices that keep themselves and others safe
- Move calmly around the school
- Use equipment responsibly

These expectations apply in lessons, around the school, on trips, when travelling to and from school and online where behaviour affects others.

Our Approach

At Marling, we have high expectations so that all students can learn in a calm, safe and respectful environment.

We aim to:

- Be fair and consistent
- Recognise positive behaviour
- Support students to improve

Positive Behaviour

We believe in recognising students who do the right thing. As a way of acknowledging and celebrating students, they can receive positive points for:

- Effort and perseverance
- Being inclusive and kind
- Showing respect
- Participation and contribution
- Going "above and beyond"

Rewards

Points build up over time:

- 75 points – Letter home
- 125 – Bronze Award
- 200 – Silver Award
- 250 – Gold Award
- 300 – Platinum Award

Students may also receive:

- Praise from staff
- Positive messages home
- Certificates and rewards
- Opportunities such as trips and activities

If Behaviour Falls Below Expectations

We aim to deal with behaviour calmly, fairly and consistently. As a school we take a relational approach to managing behaviour, focusing on building positive relationships, addressing behaviour calmly and consistently, and supporting students to reflect on their actions and make better choices.

Most behaviour is managed through a simple staged system:

1. **Reminder** – a chance to correct behaviour
2. **Stage 1** – low-level concerns
3. **Stage 2** – detention (lunchtime)
4. **Stage 3** – after-school detention
5. **Stage 4** – serious behaviour
6. **Stage 5** – internal isolation

Behaviour will usually escalate through the stages if concerns continue, with students given opportunities to improve. In some cases, serious incidents may result in a higher-level sanction without going through earlier stages.

This system helps ensure fairness for all students.

Detentions

If a student receives a detention:

- They must attend
- They must arrive on time
- They must complete the work set

If a detention is missed without a valid reason, it will be escalated to a more serious sanction.

Detentions take priority over:

- Clubs
- Rehearsals
- Sports fixtures
- Enrichment activities

Parents will be informed of behaviour incidents and sanctions through the school's communication systems. An automated email will be sent when a detention is issued. For more serious incidents, a member of staff will contact parents/carers directly.

Parents and students are also encouraged to monitor behaviour through MCAS (for parents) and the Bromcom Student Portal (for students).

Being Removed from a Lesson

If behaviour seriously disrupts learning:

- A student may be asked to work in another classroom
- This helps learning continue for others
- It also gives the student time to reset

A follow-up conversation will take place to support improvement.

Internal Isolation

For serious behaviour:

- Students work in a supervised room for the day
- They complete work set by their teachers
- Break and lunch are supervised
- They do not mix with other students

This is used to allow time to reflect and reset.

Behaviour Support

If behaviour becomes a concern over time:

- Students may be placed on a Behaviour Report
- Parents will be informed
- Additional support may be put in place

If concerns continue:

- A Behaviour Support Plan may be introduced

Our aim is always to support students to improve.

Where there is a pattern of negative behaviour, students may temporarily lose privileges such as attending trips, representing the school or taking part in enrichment activities. These decisions will be reviewed regularly.

Mobile Phones

Years 7–11: Phones must be switched off and out of sight at all times. If a phone is seen or heard, a Stage 2 sanction will be issued and it will be confiscated until the end of the day.

Sixth Form: Phones may only be used in the Sixth Form Centre. If a phone is seen or heard anywhere else in the school, a Stage 2 sanction will be issued and It will be confiscated until the end of the day.

Equipment and Uniform

Students are expected to:

- Bring the correct equipment every day
- Wear full and correct uniform

If expectations are not met:

- This will be addressed through the behaviour system

Homework

Students are expected to:

- Complete homework on time
- Complete it to the expected standard

If homework is not completed:

- A detention may be issued

However, we will always take into account:

- Absence
- Agreed extensions
- Individual circumstances

Bullying and Serious Behaviour

We do not tolerate bullying or discriminatory behaviour of any kind. All incidents will be taken seriously, and negative or disrespectful behaviour towards others will never be dismissed as 'banter'.

Bullying includes:

- Repeated unkind behaviour
- Physical, verbal or online harm
- Discrimination (e.g. racist, sexist or homophobic behaviour)

All concerns are taken seriously and investigated.

Working Together

We believe behaviour works best when school and home work together.

Students:

- Take responsibility for their behaviour
- Try their best to meet expectations

Parents/Carers:

- Support school expectations
- Check behaviour and communication
- Contact the school if needed

Expectation Cards

- Expectation Cards are used to help students improve repeated low-level concerns, such as uniform or conduct.
- Students must carry their card and show it to staff when asked.
- Staff may sign the card when expectations are not met.
- If a student receives 5 signatures, this leads to a Stage 3 sanction.
- If a student does not have their card when required, this is also treated as a Stage 3 concern.
- The aim is for students to avoid signatures by meeting expectations consistently.

Uniform

- Students must wear full and correct uniform at all times.
- This includes wearing uniform properly (e.g. shirts tucked in, top buttons fastened, lanyards worn).
- If uniform does not meet expectations, this will be addressed through the behaviour system (e.g. a Stage 1 or Expectation Card).
- Persistent uniform concerns will be escalated in line with the behaviour stages.

Equipment for Learning

- Students are expected to arrive at every lesson fully equipped and ready to learn.
- This includes basic equipment such as a pen, pencil, ruler and any subject-specific items.
- If a student is not equipped, this will be addressed through the behaviour system (typically Stage 1).
- Being properly equipped is an important part of being “Ready” for learning.

Attendance and Punctuality

- Students are expected to attend school every day and arrive on time, and to be on time to all lessons.
- Lateness to school or lessons will be addressed through the behaviour system.
- Two or more lates in a week will result in a Stage 2 sanction (detention).
- Repeated lateness will lead to further escalation in line with the behaviour stages.
- Ongoing concerns around attendance or punctuality will be followed up through the school’s pastoral and attendance procedures.
- Good attendance and punctuality are essential to support learning, progress and positive behaviour.

Fairness, Consistency, Equality and Equity

- The school applies behaviour expectations consistently for all students.
- Staff will consider individual circumstances, including SEND and safeguarding needs.
- Adjustments may be made where needed to ensure fairness and equity, while maintaining high expectations.
- Behaviour data is monitored to ensure no group of students is disproportionately affected.