



Marshall's Park Academy

Name of Policy

Behaviour Policy

Issue Status:

Updated by JPI September 2020

Reviewed by JPI June 2021

Reviewed by JPI November 2022

To be reviewed by:

**Sept 2023 unless changes suggested
by the Trust's advisors**

Approval Signature:

SWECET

Date:

Overview:

Why we need a Behavioural Policy:

1. The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.
2. Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and students can work and develop safely and to encourage the involvement of parents/carers in the development of their child. We believe that poor behaviour has to be tackled in order that students have full benefit of their right to learn, and Teachers their right to teach.
3. The policy has been developed in collaboration between students, parents and staff, with evidence available for scrutiny.
4. We aim to enable our students to:
 - Be healthy.
 - Stay safe.
 - Enjoy and achieve in their learning.
 - Make a positive contribution.
 - Achieve economic well-being.
 - Access the full range of learning opportunities in a calm, positive environment.
 - Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
 - Behave appropriately in a wide range of social and educational settings
 - Value the rights of the individual.

The Principles of the Policy:

5. In line with the fundamental principles that drive our school we aim:
 - To raise students' self esteem.
 - To promote/develop empathy and respect for self and others.
 - To develop in students a sense of self discipline and an acceptance of responsibility for their own actions.
 - To ensure regular attendance.
 - To develop an awareness of and adherence to appropriate behaviour.
 - To encourage students to value the school environment and its routines.
 - To ensure that students are confident of their right to be treated fairly.
 - To empower staff to determine and request appropriate behaviour from everyone.
 - To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
 - To ensure that positive behaviour is always recognized
 - To work within a positive, proactive reflective approach to behaviour management.
 - To ensure the policy is fully understood and is consistently implemented throughout the school.
 - To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
 - To ensure the rights and responsibilities of all members of the school community.

School Ethos: (see also Appendices1 & 2)

1. The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily through the modelling of good social behaviour from all adults within the school community.
2. Students desire that they learn the foundations to provide a good base for the rest of their lives, and that the school is a place where both staff and students are happy and enthusiastic enabling the creation of a competitive but secure and enthused school life which is valued by students', parents and staff alike, where students, whilst being part of a collective, remain individually valued.
3. Behaviour management approaches include:
 - Strategies to help students learn the skills they need in order to behave well, rather than simply correcting poor behaviour
 - Strategies to encourage participation in setting rules and consequences that are based upon rights and responsibilities
 - Strategies to encourage students to make a choice about their behaviour
 - Strategies employed to recognise and support students in managing strong emotions
 - Strategies employed to encourage reflection about the consequences of particular behaviour.

Staff

To lead by example and show strong leadership

To be consistent in dealing with students and not display double standards

To encourage the aims and values of the school and local community among the students

To have high expectations of the students

To meet the educational, social and behavioural needs of the students through an appropriate curriculum and individual support

To encourage regular communication between home and school

Students

To respect, support and care for each other both in school and the wider community

To listen to others and respect their opinions showing empathy and understanding

To attend school regularly, on time, ready and equipped to learn and take part in school activities

To take responsibility for their own actions and behaviour and fully understand the consequences of poor behaviour on their own and others learning experiences

To do as instructed by all members of staff (teaching and non-teaching) throughout the school day

To be tolerant of others, irrespective of race, gender, sexual orientation, religion or age

Parents

To be aware of and support the schools values and expectations

To ensure that students come to school regularly, on time with the appropriate equipment

To keep students at home when they are ill and to provide the school with a written explanation of the reasons for any absence

To take an active and supportive interest in their child's work and progress and to attend arranged meetings at school

To provide the school with an emergency contact number and any relevant information to ensure the correct support is put in place by the school

School Systems: (see also Appendix 2)

4. These expectations cover all aspects of school life including journeys to and from school as well as break times. We expect our students
 - To be responsible for their actions.
 - To be polite and treat others and their property with respect.
 - To be tolerant of others, irrespective of any differences.
 - To resolve problems in a non-confrontational manner.
 - To take care of the school environment.
 - To work to the best of their ability.
 - To be properly equipped for all school work and activities.

Sanctions: (see also Appendix 3)

11. The use of sanctions at Marshalls Park Academy are characterised by certain features:

- It must be made clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There is a clear, well understood, distinction between minor and major offences.
- It is the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad areas:

- Disruptive and uncooperative/ defiant behaviour
- Persistent refusal to conform to the school expectations, discriminatory behaviour or bullying.
- Behaviour that may put another individual at harm, violent or aggressive behaviour

Parents / Carers will be informed if a student's behaviour is a cause for concern. Sanctions may include one or more of the following:

- Verbal reprimand
- Loss of privilege
- Confiscation of banned items
- Withdrawal from lessons to the Ready for Learning (RFL) Centre
- Non participation in school trips
- Detentions
- Internal Isolation within the Ready for Learning (RFL) Centre
- Placement within an alternative schools isolation room
- Placement at an alternative provision provider
- Exclusions (fixed term or permanent) from school

When detentions are issued, parents are notified via email. Detentions, where possible, are issued on the same day as the offence. Detentions are grouped into two different categories; failure to follow the schools expectations in standards and issues pertaining to incomplete/ inadequate work and behaviour within a subject area. When students persistently refuse to attend detentions, this will escalate to internal isolation. If there are students who keep receiving detentions for using mobile phones or headphones/ air pod's, then the school may put further steps in place such as the student handing over any electronic equipment at the start of the day before entry onto the school site.

Internal isolation will be housed within our RFL centre. The RFL centre is a manned space where students can continue their core learning until they are ready to integrate into the school. Students that are going to be housed within the RFL centre will need to report to the main school office at 9.00 am and will be released from school at 4.00 pm.

Use of positive handling:

12. Positive handling will only be used as a last resort when all other behaviour management strategies have failed; when pupils, staffs are at risk or there is a risk of significant damage to property. All school staff that are authorised to be in charge of pupils are automatically authorised to use reasonable force when necessary. No member of staff will be expected to undertake positive handling, although we recognise that adults have a duty of care to act in the best interests of our students. Staff should use their own judgement and assess the risks before acting. Positive handling will be made available to designated staff and will be the responsibility of the Head Teacher. Prior to the provision of training, Guidance will be given on action to be taken should the need for positive handling arise.

For guidance on the use of reasonable force please refer to the document, *use of reasonable force* (DfE July 2013).

Searching of students:

13. If the school have a reason to believe that a student may have something that is a banned item or an item that could cause harm to other students or themselves then a search will take place. This search will involve looking through a student's bag, coat, jacket and blazer pockets. The student will then be asked to turn out their trouser pockets. During any searches there will be two members of staff present, one male and one female. If a student refuses to be searched and we have reason to believe that they have a dangerous or harmful item on them, the police will be called. Members of the school's leadership have the right to search without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. For guidance on Searching please refer to the document, *searching, screening and confiscation* (DfE January 2018)

Confiscation of pupil property:

14. Unfortunately, on occasion it might be deemed necessary to confiscate a students' property, especially if the items they have pose a risk to themselves and others around them. Items may also need to be confiscated during an investigation or from repeat offenders. For some of the confiscated items or situations it may be deemed appropriate to insist that parents attend the school to collect the offending items.

Support Systems for Individual Student Need:

15. If there is a persistent problem across the different subjects studied by the student, the Senior Leader with responsibility for Behaviour and the behaviour officer, together with the Year Leaders and learning mentors will work together with the student to draw up a Behaviour Support Programme to support the student in partnership with parents. All staff working with the student will be informed of this, including those supervising break times. This will give a consistent approach throughout the school day. If the problem continues, we will work with outside agencies to seek solutions to support the student. For students who are having these difficulties the school will provide targeted pastoral support or mentoring.

Support Systems for Staff:

16. The school will support all adults working with students to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak in the first instance to their subject leader. Persistent issues should be referred to the SLT line manager for that specific area of the curriculum.

Supports Systems for Parents/Carers:

17. The school has a policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when the school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment. Meetings are typically held before and after the school day, resulting in minimum disruption to teaching and learning.

Our pastoral teams also work closely with families to overcome any potential barriers that may be affecting a child's education. Our Reception Area, as well as our Social media and website display up to date information that may be of use.

Safer Schools Officers

18. Marshalls Park, along with all secondary schools in the borough has a designated Safer Schools Officer (SSO). The school may task the SSO to deal with a student's behaviours, whether these be during school day, on the way to and from school, away from the school all together or within the virtual world of the internet and social media. Conversely, the SSO may ask the school to act on information that they give to us. The main purpose of the SSO is to give a clear link between the school, the local community and the Police.





TEACHERS WILL:

1. Plan and prepare the learning fully and carefully
2. Show passion for the subject and make sure lessons are purposeful, varied, engaging and challenging
3. Actively talk to, encourage and monitor you to make sure you are on task and progressing
4. Organise the classroom environment and resources thoughtfully and effectively
5. Give feedback and marking on your work promptly, regularly and with detail
6. Get to know you well as an individual and ensure you are making progress
7. Talk with you and your parents/carers to support you and solve any issues
8. Use language and a tone that is respectful and constructive
9. Follow the Sanctions, Consequences, Praise and Rewards process
10. Follow the 3 rules to ensure that everyone is **SAFE, READY AND RESPECTFUL**

You actively model expectations, conduct and attitudes; your **SoWs/HWKs** are clearly outlined on Show My Homework and the website and students are engaged in your lessons

Activities seen in your lessons are varied and challenging with use of questioning to enthuse students. You offer extra-curricular opportunities which have a good profile/uptake of students

You actively move around the class, talk to the majority of students, facilitate work, use questioning and monitor engagement throughout the lesson

Your classrooms are clean, neat and tidy. Resources are high quality and well-kept. Students work is neat. You use seating plans and clear routines for orderly arrival and dismissals

Books are marked up-to-date and with constructive feedback. Smith Pro-Forms are used and actioned. Verbal feedback is heard. Students know the next steps to improve

You can identify target groups and individuals. You can talk about individuals and bespoke actions for progress. You can be heard taking an interest in students and supporting them

You communicate with colleagues, students and parents promptly and regularly to discuss and resolve any issues or difficulties with learning, progress and wellbeing

You use language (verbal and written) to and about students that is polite, calm, respectful, constructive and professional

STUDENTS WILL:

You arrive on time to lessons, with correct equipment / kit, completed homework and with phones/earphones away

You ask questions, try new things, keeping going with work you find difficult and learn from any mistakes. You work independently always aiming to improve your concentration span and focus and problem solving issues.

You answer questions, get involved in discussions and activities, support and encourage others and make points to show you can link previous work and other subjects.

You make corrections in work, follow advice and make improvements. You practice further and you ask questions on how to develop your knowledge, skills and understanding

You try more challenging work. You do extra work in addition to tasks in lessons and set homework. You self-evaluate and you read more widely around a subject or topic.

You speak to staff and other students politely, calmly and respectfully. You don't use inappropriate language. You listen to others and you don't distract, interrupt or make comments about them

You sit in your seating plan. You keep your work neat and use resources and equipment carefully. You follow the routines for arrival and dismissal and using the classroom. You help keep the classroom tidy and damage-free. You follow the routines for using equipment or being involved in activities

You talk to teachers and parents/carers about your learning and progress. You report and discuss any issues or difficulties calmly and constructively

1. Be fully prepared for lessons, arriving on time and with correct equipment and kit
2. Show enthusiasm for learning by being curious, driven, resilient and ambitious
3. Participate fully in learning by completing tasks in lessons and as homework
4. Follow the routines and instructions for classroom organisation and use of resources without question
5. Respond to marking and feedback and put into action any targets
6. Work hard to achieve your targets and make progress
7. Talk to your parents/carers and teachers about your work and progress, report and discuss any issues or difficulties
8. Use language and a tone that is respectful and constructive
9. Follow the Sanctions, Consequences, Praise and Rewards process
10. Follow the 3 rules to ensure that everyone is **SAFE, READY AND RESPECTFUL**

Appendix 3

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Staff	Teacher/ Form tutor	Subject leader	Curriculum leader	Year leader	AHT Behaviour	Headteacher
Behaviours	<ul style="list-style-type: none"> Receiving a time out from a lesson/ form time. Below standard of work. Failing to follow instructions. Being unkind to other students Phone use, headphones, uniform infringements, chewing gum, swearing. 	<ul style="list-style-type: none"> Disruption over a series of lessons. Damage in a subject lesson. Truancy from lesson. Repetitive unkindness towards others. Student has refused to comply with punishment issued at stage 1. 	<ul style="list-style-type: none"> Misuse of technology/ equipment. Truancy from more than one lesson. Student has refused to comply with punishment issued at stage 2. 	<ul style="list-style-type: none"> Failure to follow instructions. Failure to attend detentions. Play fighting. Theft. Bullying. Verbal or cyber abuse pupil/ staff. Racist/ sexist/ homophobic abuse. Smoking/ alcohol or drug related. Sexual Misconduct. Physical aggression pupil/staff. Physical assault pupil/ staff. Student has refused to comply with punishment issued at stage 3. 	<ul style="list-style-type: none"> Student has refused to comply with punishment issued at stage 4. Repetitive behaviour through all stages Serious defiance. 	<ul style="list-style-type: none"> Repetitive failure to comply with the behaviour expectations of the school. Single serious incident.
Sanctions	<ul style="list-style-type: none"> Restorative conversations. Call parents Set 45 minute sanction/ curriculum detention. 	<ul style="list-style-type: none"> Restorative conversations. Call parents Set 45 minute sanction/ curriculum detention. 	<ul style="list-style-type: none"> Restorative conversations. Parents invited in for a formal meeting. Set 45 minute sanction/ curriculum detention. Curriculum report Liaise with year leaders (re-isolations). 	<ul style="list-style-type: none"> Restorative conversations. Parental meetings. Detentions. Pastoral report system. Liaise with AHT (behaviour) around isolations. Liaise with AHT (behaviour) around exclusions. 	<ul style="list-style-type: none"> Community service. Isolation. Isolation at an alternative school. RFL pastoral support report. Direction offsite. Liaise with Headteacher around fixed term exclusions. Direction to AP. Managed move 	<ul style="list-style-type: none"> Permanent exclusion.