



Marden High School

Marden High School Behaviour for Learning Policy

April 2021

To be reviewed: July 2022

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Glossary

B4L - Behaviour for Learning

PSHCE - Personal, Social, Health and Careers Education

TRAX - A provision for students who require greater support around managing behaviours.

YOT - Youth Offending Team

SEND - Special Educational Needs and Disabilities / SENDCO - SEND Coordinator

SSA - Special Support Assistant

ACS - Active Classroom Support (classroom support staffed by SLT and Middle Leaders)

ASI - Mr Shields' staff code. Mr Shields is our Behaviour for Learning Mentor

FPOC - First Port of Call. A classroom where a student can work, if removed from their own.

Conduct - Marden's Internal Exclusion Room

Googledoc - A document, shared amongst Marden Staff, via Google Drive.

AHT - Assistant Headteacher

DHT - Deputy Headteacher

LCT - Language and Communication Team

DRT - Dyslexia Referral Team

EPS - Educational Psychology Service

FTE - Fixed Term Exclusion

PPEX - Point of permanent exclusion

SST - Secondary Support Team. A team from the Local Authority who support students and schools when students are moving between schools or provisions.

PALS - An alternate provision for Key Stage 4 students in North Tyneside.

Fair Access - A panel of Headteachers who support students so that permanent exclusions can be avoided.

Our Aims:

To be read in conjunction with the [Single Equality Plan](#), [Safeguarding Policy](#), [SEND Policy](#), [Attendance Policy](#), [Uniform Policy](#) and [Anti-bullying policy](#). The document; [‘PIVOTAL TIPS’](#), shared with all staff, includes a range of support mechanisms to ensure our visible expectations, yet visible kindness is embedded in all we do.

- To provide a positive and caring environment, in which all members are valued and respected both in school and in the local community. Students are encouraged to progress towards their full potential as individuals and are prepared for life as responsible members of the community in and out of school.
- We are committed to the development of each student as an individual and therefore we are concerned with their personal, moral, spiritual and social growth as well as their academic education.
- The qualities of honesty, personal integrity, mutual courtesy and respect regardless of race, gender, religion, culture and disability are fundamental to our community.
- We value our links with the local community and aim to foster and develop them further.
- We celebrate both effort and achievement giving all the opportunity to succeed.

Marden High School’s behaviour for learning policy will continue to promote excellent behaviour :

We have summarised the many positive behaviours students can show, within the ‘5 Rs’ at Marden:

- Reasoning
- Resourcefulness
- Resilience
- Reflectiveness
- Responsibility

These 5 key ways of working are communicated clearly to all our students and staff. They underpin our everyday work and are evident in how our school community strives for excellence. At Marden High, we have:

– **positive relationships and self-discipline based on mutual respect as relationships are the model on which we build a positive school.**

– **an environment where everyone is treated fairly and consistently**

– **early intervention which supports all students and staff, in a safe environment where everyone works safely without disruption so they fulfil their potential**

– **positive relationships with parents and carers**

Three strands to our Behaviour for Learning:

- Reward
- Support
- Sanction

This is outlined in our work at Marden through:

- Supporting and encouraging positive attitudes towards learning and behaviour through effective teaching and rewards.
- Developing and extending staff strategies to promote behaviour for learning, including individual and team CPD.
- Operating and reviewing policies relating to student inclusion clearly and consistently.
- Supporting equality of opportunity through a planned and differentiated curriculum, working towards personalised learning for each student. We believe that this approach, when supported by high quality assessment, assists students to learn and teachers to teach. By engaging students more effectively, standards of behaviour improve.
- Working with students and parents / carers to develop and support practice which enables effective learning and behaviour.
- Monitoring the performance of individuals and groups at risk of disaffection, fully utilising all multi-agency input within the School and beyond, to implement early strategies to support them.
- Maintaining expectations of attendance, punctuality and correct uniform

Reward

Our rewards are aimed at being frequent, to ensure there are meaningful milestones that students can reach. Our rewards are personal, so they mean something to the students. Our rewards are of varying size so they are appropriate to the positive behaviours that we are wanting to recognise and celebrate. Regular rewards are through **House Points**.

The reasons for the rewarding of House Points include:

Student of the lesson / week,

Outstanding effort / behaviour / contribution to a lesson,

100% attendance / most improved attendance

Positive Contribution out of class / Kind and Useful Award

Partook in school team / Partook in school production / Partook in school council

Golden Ticket Winner / 'Make It Excellent' winner.

Form tutor merit / Year Leader merit / Leadership Team merit / Headteachers merit.

This list is not exhaustive and are outlined in more detail within SIMS.

House Points are awarded to students for effort and achievement in and around school. Each term the House points can be cashed in for reward activities or students can carry over points in order to accumulate a greater total and a more significant reward activity. This helps develop both motivation and self-regulation.

Postcards to students, Phone calls to parents, Work of the week shown on the wall and letters home all form part of the weekly positive recognition programme.

We as staff positively influence the learning climate within our classroom and below are the factors which will most likely create this:

- High quality, engaging lessons
- Consistency in our approach to behaviour for learning
- Achievement, pride and respect to be rewarded
- Feedback which shows students how they can improve

Support

Students at Marden enjoy and achieve as they feel safe and healthy. We are not accepting of bullying, harassment and oppressive behaviours. Verbal abuse, including sexual references, is never treated as 'banter'.

At Marden High School, we:

- Regularly make clear to everyone that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This includes: physical, verbal, homophobic, racist, sexist or cyber bullying. This is communicated to students through the tutorial programme, assemblies and PD, as we educate students about all aspects of ways to deal with bullying.
- Make clear to students and parents that it is an offence to send electronic communication intended to cause distress or anxiety that is indecent or grossly offensive or is a threat.
- Involve students in creating systems to support each other e.g. peer mentoring, amendments to school policy and practice
- Educate students about prejudice and discrimination and about how to challenge these ideas. We ensure all staff are equipped to challenge and deal with incidents of this nature.
- Educate students about extremism and radicalisation by ensuring that they can discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas
- Ensure all staff are regularly trained in: Safeguarding Children procedures and practices, E safety and Homophobic bullying

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour is dealt with under the School's Behaviour Policy and Child Protection Policy. Where students pose a risk to others, for example around a safeguarding issue, an individual risk assessment is produced and shared with staff, as appropriate. This ensures that other students are kept safe and that the student concerned is not open to malicious allegations. If a student makes an allegation against another student, it is passed to the Designated Safeguard Lead if it raises a safeguarding concern (who may involve Front Door and / or the police).

Support from parents and for parents.

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents and carers be prepared to attend meetings at the school with staff to discuss their child's behaviour.

Support in school and from Outside Agencies

We have a range of in-school support including mentors and intervention for students who require additional academic support or support for social, emotional and mental health. Time out cards, toilet passes, counselling, in class support and buddying are all part of the support network on offer. We work with a number of outside agencies to provide a wider level of more personalised and targeted support for our students. The provision map outlined in the SEND Policy and Local Offer give a more detailed outline of the support from the SEND Department.

Behaviour for Learning Procedure.

This section outlines the steps which can be taken when student behaviour is such that we must respond with support and sanction to both manage the behaviour and educate those involved to support with any future instances.

Wave 1: Low Level.

Examples of behaviour seen:

Shouting out • Distracting others • Persistent talking • Not following teacher instructions • Eating or drinking in the lesson • Poor work completion • Inappropriate Language • Mobile phone use without permission • Failure to hand over items such as fizzy drinks and energy drinks • Chewing gum on site • Throwing food • Walking out of class

Actions which can be taken:

In class, there is a three step system:

C1 – verbal warning to alter behaviour

C2 – meet with teacher at end of lesson / convenient time

C3 – 30 minute detention and ACS will speak to student. Based on this conversation the student will either: a) return to the lesson or b) be placed in FPOC or c) be escorted to Conduct.

Out of class, staff will deal with an incident in a timely fashion and pass to the Head of Year if further investigation and work is necessary.

Staff could:

- check SIMS for information on the student and look at their SEN Support plan and contextual information shared by the Head of year (where necessary).
- Differentiate in lessons and have a 1:1 with the student to encourage trust and a better understanding of the student to help avoid future concerns.

Heads of Year will communicate with home around matters relating to a referral to Conduct. All matters should be logged on SIMS. The B4L Googledoc might be updated and support could be offered to the member of staff. In Conduct, Impero is used and mobile phones are kept with the teacher on duty.

Wave 2: Escalated.

Examples of behaviour seen:

Making comments towards others ● Racist/ homophobic/sexist comments ● Throwing objects/ equipment ● Accessing inappropriate websites ● Defiance/rudeness to staff ● Graffiti or damage to school property ● Truanting ● Bullying ● Bad language towards others including staff ● Bringing cigarettes/ banned items (e-cigarettes, sharp weapons and any illegal substances) into school ● Smoking on site ● Removing safety equipment from its location ● Theft or damage to property ● Fighting ● Malicious accusations against others including staff ● Posting images or inappropriate content online ● Persistent disruption of detention ● Peer on peer abuse ● Behaviour which brings the school into disrepute

A teacher will refer this onto a Head of Year and Head of Department. The Head of Year and Head of Department will look at the information given. From here there are a number of options. There may also be an undiagnosed need, or there may be a need we know about, which may influence the action taken.

These actions are available to every student:

B4L Googledoc - Referral from the SENCO to an Outside Agency - Behaviour Plan with the HoY - Report to the HoY or the AHT - Mentoring from the HoY / relevant staff / AHT - Access referral or Access Plus Referral - EHA referral leading to Outside agency involvement - Statutory Assessment (where applicable) - PALS referral - Moorbridge referral - AHT or DHT Conduct Meeting

Through dialogue between HoY and SENCO a referral could be made to an Outside Agency (e.g. LCT, CAMHS, DRT, E.P.) or TRAX. A Managed Move might be considered at this point. AHT would seek advice from SST.

The student may be sanctioned (Conduct) for a set time (based on severity of behaviour). There may be a Fixed Term Exclusion (based on severity of behaviour. Length also a factor). There could be a AHT/DHT/HT Conduct Meeting.

Something 'severe' such as carrying drugs, attacking a member of staff or another student can lead to PEx.

Where incidents have the potential to become hate crimes (e.g. racist comments) then we will work in partnership with the police.

Assault, including sexual or physical assault may also require us to work in partnership with the police.

Wave 3: Extreme / ongoing

When students are persistently in Conduct, or have had a number of FTEs then things move to Wave 3. Perhaps behaviour isn't safe or something has happened which is extreme. This wave may be reached, without wave one or two if there is an extreme incident (including physical or sexual assault) which necessitates a greater response, either in or out of school.

There may be a DHT Conduct meeting with a review period. There might be a HT Conduct meeting with a review period. If things have reached a critical stage, there may be a Governor's Conduct meeting held, where a decision is made about the future of the student. From here, a managed move, a referral to PALS, or a placement at the point of permanent exclusion is made. A referral to NTSSS (North Tyneside Student Support Service - which includes Moorbridge PRU) may be made, or a flexi agreement for the student's timetable.

What we must ensure is that there has been parental contact throughout. There must be evidence to show support from the outset (Behaviour Plan, referrals to TRAX and Outside Agencies, SEN Support where necessary, Internal mentoring from the HoY and possibly AHT). The question; "Have we done everything we can do?" must be asked and only if this is answered 'yes' then can we comfortably make the final referral; to Fair Access.

Annex 1: Reasonable Force.

Taken from Keeping Children Safe In Education 2018 (section 108-110).

108. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

- Departmental advice for schools is available at Use of Reasonable Force in Schools.

109. The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

110. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010³⁶ in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. ³⁷ By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force

Behaviour Policy Addendum 2020/21

This extension highlights changes made from September 2020 as they now carry additional importance due to the risk factors relating to the COVID-19 outbreak.

Examples of behaviours which have always been unacceptable but now carry the safety element linked to COVID-19 are below:

- During the pandemic it is paramount that children follow instructions. This is for the benefit of others during these challenging times.
- It is important to prevent the spread of the disease. Throwing food and drink, or objects which can increase the transmission are already inappropriate actions in school, but have additionality due to the possible transmission of the virus.
- So we have an accurate picture of student interaction, it is important that student location is known throughout the day. If students walk out of class, alongside safeguarding concerns, there is also a problem created around tracing them therefore students must remain in lessons unless given permission to leave.
- Fighting in school has further safety implications to usual as the physical interaction means that respectful distancing isn't possible and there is increased possibility of transmission.

Consequences will be proportionate to the incident and communicated with home, via telephone as soon as possible on the same day by the Head of Year or member of SLT.

ACS

To ensure respectful distancing, the process for a C3 will follow this protocol:

- All classrooms have a phone / radio.
- ACS will not be expected to go into all classrooms and complete 'drop ins' but rather complete 4 'laps' during a 1 hour lesson (beginning, 15mins, 30mins, 45mins) and otherwise have a radio on where they work.
- If behaviour in a classroom is of a C3, the member of staff calls reception / radios for ACS.
- ACS will arrive and ask the child to wait at the nearest 'ACS waiting point' - a standing point distant enough to allow for calm discussion between classroom teacher and ACS without third person proximity. ACS will then speak to the child at the ACS waiting point. The child will either return to class (teacher's decision) or go to Conduct and complete work via Google Classroom (as per House Style).

Communication with parents / carers.

Our ethos is built on positive relationships. Part of this is the face to face engagement with parents and often, the response following an incident where we invite parents into school. In order to maintain the relationships and ensure the continued communication standards, telephone conversations remain preferable to email as it allows for a better understanding of all aspects of a case whilst meetings with parents will take place where appropriate, with a room booked and reception informed of the details.

Date approved by Governors:

Review Date: