



Marden High School

Marden High School Behaviour for Learning Policy

November 2022

To be reviewed: November 2023

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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 Student Support Manager

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

PEX - 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.

Route 16+ - 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.

KCSIE - [Keeping Children Safe In Education](#); statutory guidance for safeguarding

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.

This policy is written in line with the following national guidance: [Behaviour in Schools: Advice for Headteachers and School Staff \(Sept 2022\)](#), [Suspension and Permanent Exclusion from Maintained Schools... Guidance \(Sept 2022\)](#), [Sexual Violence and Sexual Harrassment between children in schools and colleges \(DfE\)](#) and [Keeping Children Safe in Education \(2022\)](#).

- 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 display as, "Show Respect, Take Responsibility and Focus on Learning".

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**
- **positive relationships with parents and carers**
- **school leaders who visibly and consistently support all staff in the implementation of this policy**
- **student behaviour which doesn't disrupt teaching, learning or school routines**
- **a school community where early intervention supports all students and staff, in a safe environment where everyone works safely without disruption so they fulfil their potential. KCSIE is clear that all school staff have a responsibility to provide this and therefore the policy reflects the intentions of KCSIE 2022.**

Three strands to our Behaviour for Learning:

- **Reward**
- **Support**
- **Sanction**

A school's culture and values are manifested through the behaviour of all its members both in and outside of school. Everyone treats one another with dignity, kindness and respect. 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. We ensure appropriate training which is required for staff is aligned with the new [Initial Teacher Training \(ITT\) Core Content Framework](#) and the [Early Career Framework \(ECF\)](#) together with the reformed suite of [National Professional Qualifications](#).
- the consistent and fair implementation of the whole school approach which is consistent in the implementation to create a predictable environment. By having clear, well communicated expectations and providing staff with bespoke training on the needs of students at Marden, behaviour can be managed consistently so students and staff can thrive, achieve and build positive relationships based on fairness and trust.
- 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. Adjustments (including temporary adjustments) can be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations. We are mindful that not all students requiring support with behaviour will have identified special educational needs or disabilities.
- 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.
- Routines which are used to teach and reinforce behaviours expected of all members of the community. Repeated practice promotes the values of the school and positive behavioural norms. Our routines are simple for everyone to understand and follow.
- Aspects of the **THRIVE** approach:
 - **Attune.** Be alert to how students feel and show we understand.
 - **Validate.** Allow them to feel upset and acknowledge their frustration.
 - **Contain.** Reinforce that we are there to keep them safe and address behaviour with appropriate sanctions
 - **Regulate.** Remain calm at all times and reintegrate students back into lessons.

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 (including cyberbullying), harassment and oppressive behaviours. Verbal abuse, including sexual references, is never treated as 'banter'.

At Marden High School, we:

- Have a school leadership team who are highly visible, with leaders routinely engaging with students, parents and staff creating an environment where everyone feels safe and supported.
- Ensure all staff are inducted into the school's behaviour culture to ensure they understand the rules, the routines and how best to support all students to participate in creating the culture of the school. Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries for acceptable behaviour. Staff uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships. We communicate school expectations, routines, values and standards both explicitly and implicitly.
- 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 and Governors 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. Where a parent has a concern about behaviour or behaviour management, they should raise it directly with the school while continuing to work in partnership with them.

As per Part one of Keeping Children Safe in Education, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. Parents and carers should be involved from the outset, to work in partnership to support the child. With regard to sexual harassment, the school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. There may be reports where the alleged sexual violence or sexual harassment involves students from the same school but is alleged to have taken place away from school or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles and duties to safeguard and promote the welfare of their pupils and students, remain the same. The response to an allegation should be handled sensitively and with the support of children's parents, carers or social care workers.

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. De-escalation techniques are used to help prevent further issues arising and recurring. We use pre-agreed scripts and phrases to support behavioural situations. The aims of our responses are to maintain the culture of the school; a calm and safe environment.

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 – 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. CPOMS is updated for safeguarding concerns. If the behaviour gives cause to suspect a student is suffering or likely to suffer harm, we follow the child protection policy and consider if further pastoral support (such as the development of a Pastoral Support Plan), early help or a referral to social care is appropriate. Alternative arrangements for sanctions can be considered on a case by case basis for students where it is believed to be more effective, based on knowledge of the student's circumstances.

Staff have the authority to issue a detention, including a same day detention. Parents are notified 24 hours in advance of after school detentions, via text message, for next-day detentions. Any lunchtime detention will allow time for the student to eat, drink and use the toilet.

Wave 2: Escalated.

Examples of behaviour seen:

Making comments towards others ● Racist/ homophobic/sexist/transphobic comments ● Throwing objects/ equipment ● Accessing inappropriate websites ● Defiance/rudeness to staff ● Graffiti or damage to school property ● Truancing ● Bullying (including cyberbullying) ● 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) - Route-16+ 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 Supported 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 Suspension (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 suspensions 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 violence / harrasment - please refer to [Sexual Violence and Sexual Harrasment between children in schools and colleges](#)) which necessitates a greater response, either in our 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 Route-16+, 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

Annex 2: Searching, Screening and Confiscation.

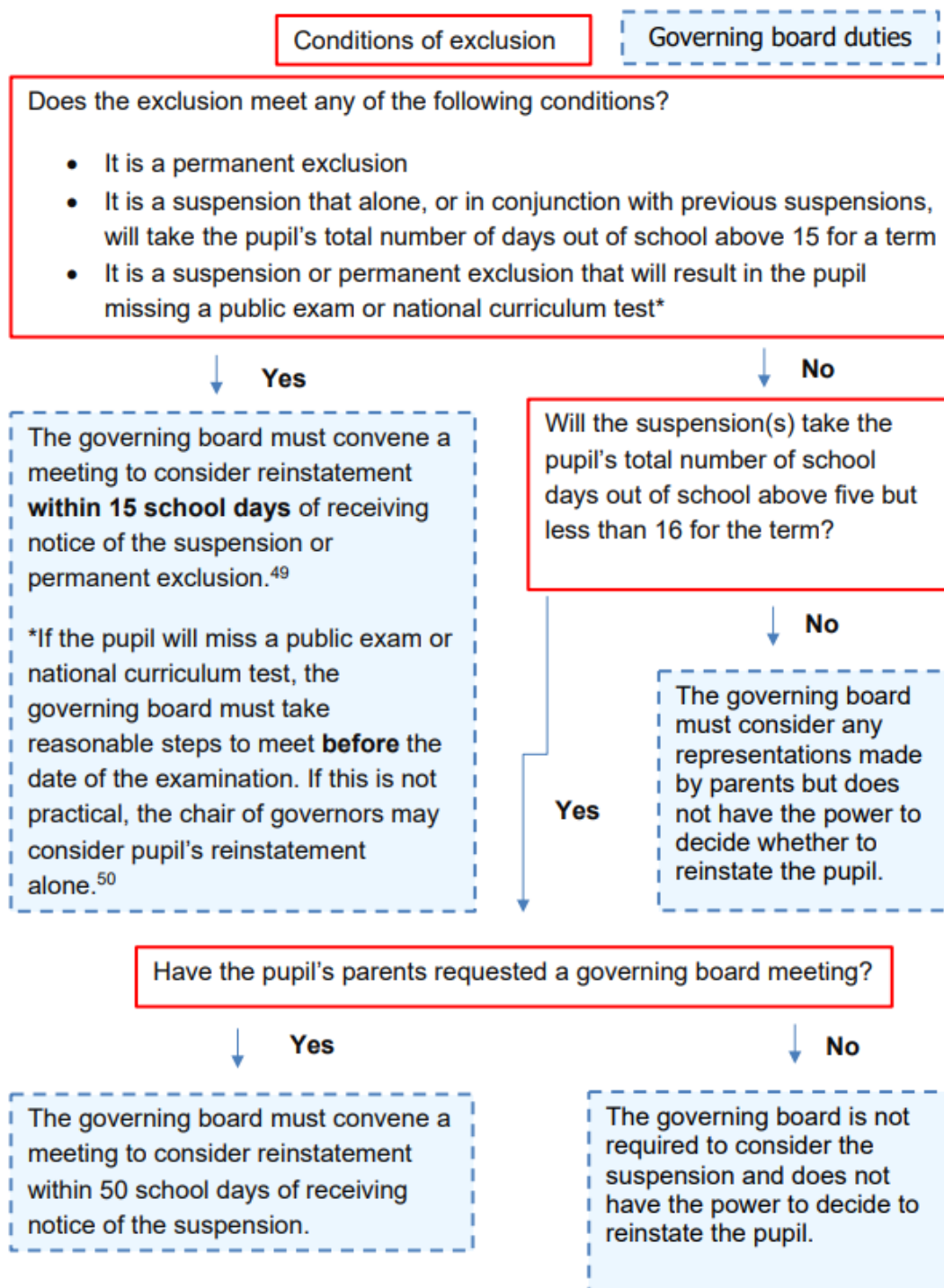
Taken from Searching, Screening and Confiscation national guidance released September 2022.

At Marden High School we follow the national guidelines set out in [this document](#).

Having reviewed the document and our Behaviour for Learning Policy, we have ensured our policy is in line with and works in coordination with the searching, screening and confiscation guidance.

Annex 3: A summary of the governing board’s decision to review the headteacher’s exclusion decision.


Taken from [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England](#) September 2022.








Annex 4: Behaviour Blueprint:

Visible Expectations

Behaviour For Learning



<p style="text-align: center; font-weight: bold; color: #9C27B0;">Adult's Behaviour</p> <ul style="list-style-type: none"> - Calm, consistent and fair. - Give first attention to best behaviour. - Relentlessly bothered. - Consistent routine at the start and end of lessons, including the use of SkillsBuilder. - Recognise Over and Above Behaviours. 	<p style="text-align: center; font-weight: bold; color: #9C27B0;">Over and Above Recognition</p> <ul style="list-style-type: none"> - SLT Friday phone calls. - Curriculum Postcards. - House Points. - Work of the Week - Praise each lesson. - HoY Assembly Award of the Week 	<p style="text-align: center; font-weight: bold; color: #9C27B0;">3 Rules</p> <p style="text-align: center;">Take Responsibility Show Respect Focus on Learning</p>	<p style="text-align: center; font-weight: bold; color: #9C27B0;">Heads of Year</p> <p>Y7 - Miss Laing Y8 - Mr Swain Y9 - Mr Topping Y10 - Mr Pytharch Y11 - Miss Harrison</p>
<p style="margin: 0;">Hope</p> <p style="margin: 0;">Agency</p> <p style="margin: 0;">Leadership</p>			
<p style="text-align: center; font-weight: bold; color: #9C27B0;">Stepped Sanctions In Private</p> <p>Warning</p> <p>C1 - Staff remind student of expectations</p> <p>C2 - Student staff discussion</p> <p><u>C3 - ACS is called and student is given detention</u></p> <p><u>C4 - Student is placed in Conduct</u></p>	<p style="text-align: center; font-weight: bold; color: #9C27B0;">30 Second Intervention Script</p> <p>I've noticed that... You know the school rules are to take responsibility, show respect and have a focus on learning. Can you remember (<i>something good</i>) and how that made you feel? I expect you to.... Thank you for listening.</p>	<p style="text-align: center; font-weight: bold; color: #9C27B0;">Restorative Questions</p> <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in future? 	
<div style="display: flex; justify-content: space-around; align-items: center;">         </div> <p style="font-size: 1.5em; font-weight: bold; color: white; margin-top: 10px;">Visible Kindness</p>			

Date approved by Governors:

Review Date: