

**Revised by:** BHR/AHT i/c Behaviour  
**Committee:** Standards  
**Approved by Governors:** October 2015  
**Review date:** October 2016



**Marriotts School**

**Behaviour for Learning Policy**

**September 2015**

**At Marriotts School we have a systematic approach to deal with behaviour for learning. This policy encapsulates our approach when dealing with behaviour for learning concerns with a clear overview of our aims and objectives.**

**Our Behaviour Policy is published on our school website and will be re-published with any changes to the Governors, staff and parents of the school on an annual basis.**

**Staff contribute to elements of the behaviour policy through training. This supports a consistent approach to embedding and transferring its contents into an operational document.**

## **RATIONALE**

Through our Student Mission: Aim High, Work Hard, Be Kind and our W.I.G.s (Wildly Important Goals) we seek to ensure that every student is given the opportunity to access a varied, rich curriculum to maximise their potential and ensure that they progress successfully to the next stage of their lives.

Students' progress over time is essential and so our universal goal is to ensure that students remain in lessons. We ask staff to implement a wide range of rewards and behaviour management strategies, to plan engaging lessons and follow lesson routines in order to maximise students' compliance with our behaviour expectations.

## **AIMS**

At Marriotts we endeavour to fulfil our student mission by encouraging, modelling, training and supporting our whole school Behaviour for Learning agenda of: RESPECT, ATTITUDE and OWNERSHIP for all staff and students. Our aims are as follows:

- To promote equality of treatment and equal access to educational opportunity within the school community;
- Create a calm, purposeful and happy atmosphere within the school which enables all children to access the curriculum and progress
- Foster a positive, caring attitude towards everyone in the community by promoting kindness, respect, courtesy, tolerance, teamwork, trust and honesty;
- Acknowledge achievement at all levels in an environment that encourages pride in effort as well as achievement;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- Apply a consistent and transparent approach to behaviour throughout the school, in partnership with parents and carers
- Make boundaries of acceptable behaviour clear and ensuring that appropriate behaviour is encouraged and recognised.
- Promote a sense of direction and feeling of common purpose in an environment which is safe and secure for all in our school community.
- Maintain an environment in which each student's behaviour is conducive to effective learning and achieving their full potential.
- Encourage and nurture personal standards which prepare students for a positive contribution to society in their adult lives.

## PRINCIPLES

There are three basic principles upon which our behaviour policy is based:

- Good behaviour (**RESPECT**), behaviour for learning (**ATTITUDE**) and self-reflection of behaviour and achievement (**OWNERSHIP**) are a choice and can be taught and learnt by all students regardless of their individual needs and abilities.
- It is our duty to promote and encourage positive behaviour so that students can progress and teachers can teach and not just react to that which is unacceptable.
- When a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.

## VALUES

Marriotts School holds that the following values should underpin the operation of this policy and apply to all stakeholders

- Respect for others and for self
- Fairness and implementation according to need
- A belief that behaviour change is possible
- An understanding that fulfilling school expectations is, for some, a learning process.
- A belief in self discipline
- Inclusivity – ‘no child left behind’

## ROLES AND RESPONSIBILITIES

**a. The governing body** is responsible for in defining the principles underlying the school’s behaviour and attendance policy. (See above)

**b. The Headteacher** is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality, and, with other members of the senior leadership team, for organising support for implementing the policy.

**c. Staff** (including support staff and volunteers as well as teachers) are responsible for ensuring that the policy is consistently and fairly applied, that pupils are taught how to behave well and are encouraged to attend punctually and regularly. They are also responsible for providing mutual support and for modelling the high standards of behaviour and punctuality expected from pupils.

**d. Pupils** are responsible for shaping and promoting the school’s code of conduct and supporting staff and other pupils. Students are able to do this through:

- Student Voice

- Student Surveys

**f. Parents and carers** are responsible for ensuring their child's attendance and their behaviour inside and outside the school and for working in partnership with the school to maintain high standards of behaviour and attendance. They are also able to contribute to the policy through consultation. Parent surveys are also available for completion at cyclical evenings relating to the age of their child/children.

## **EXPECTATIONS**

Staff and students are expected to conform to the expectations in the classroom and at all other times while at school which are shared in staff training, our Behaviour Handbook, assemblies, form times and via our curriculum.

### **Student Expectations**

1. Attend school daily, arriving on time to registration and all lessons.
2. Attend school with a positive attitude to learning and ready to work.
3. Be respectful to all members of the Marriotts community.
4. Bring all equipment required for learning.
5. Follow instructions immediately without argument.

### **Parent Expectations**

1. Engage in Parents Evenings and school events to support their child.
2. Ensure their child attends school, arriving on time every day.
3. Support their child to attend school with the correct equipment and uniform daily.
4. Liaise with subject teachers, form tutors and Year Leaders to support the progress of their child.
5. Discuss their child's education at home and engage with homework activities.

### **Staff Expectations**

1. Prepare and deliver stimulating, challenging and interesting lessons.
2. Provide regular, useful and appropriate feedback.
3. Provide a safe environment in lessons and around school.
4. Challenge students disrupting learning.
5. Demonstrate high expectations of all students.

## **OUR SCHOOL RULES**

Our school rules are designed to build structure and shared responsibility for all members of our school community. These rules are clearly displayed in classrooms and corridors for visual reminders. Through assemblies, tutor time, Student Voice and the Marriotts Lifeskills Programme, our students contribute to and engage in activities and workshops to understand the meaning and importance of all organisations having operational rules and their benefits.

## School Rules:

1. Aim High, Work Hard, Be Kind
2. Respect, Attitude, Ownership
3. Community Code

## SYSTEMS

At Marriotts School, staff should use the following systems to create an environment where positive behaviour for learning can be evident in every classroom:

- Use lesson template including seating plan.
- Use of the Learning Wall in every classroom: follow the Student Charter, Noise Level Meter and lesson routines.
- Warning system and rewards within the lesson.
- Use faculty removal and on-call – including 3R's.
- Phone calls and letters home.
- Year Leader: support, advice and guidance.
- Support from Head of Faculty and SLT.  
Colleague support via Behaviour/T&L Support Programme.
- All teaching staff at Marriotts should adapt a relaxed vigilance approach to manage behaviour for learning.
- We should be assertive, respectful, calm and controlled.
- Use of the Student Planner

## SANCTIONS

Sanctions are used when elements of our behaviour expectations are infringed or there are faculty expectations that are not met eg: forgotten PE kit etc.

Detentions for incomplete homework are issued at the teacher's discretion with a supportive escalation to ensure there is ample opportunity for this learning task to be completed.

Our attitude when issuing a sanction is '**certainty not severity**'; a reparative approach is always encouraged with our staff and students to build or re-build relations to minimise accounts of repetitive or patterns of behaviour manifesting.

Whole School Detention is our most common sanction, which follows a structured process of reconciliation, reparation and re-building the relationship between student and staff or student to student. Detentions can be issued daily, at weekends or on Inset days. Any paid member of the school community has the authority to issue a detention with support from the Headteacher.

Parental consent for a student to complete a detention is not compulsory up to an hour after school, however we do aim to inform parents via text, email or phone message when they have been set.

On the rare occasion that a student cannot modify their behaviour following staff effort and where they are disrupting the learning of others, then we occasionally have to resort to lesson removal procedures. There is a staged response to effectively deal with incidents of this nature which must be followed by a reflective and reparative procedure for staff and students.

The following sanctions are operational in school to effectively support the continuity of learning or address incidents where our behaviour expectations have been breached. Procedural guidelines for each are available in the Behaviour and Pastoral Handbook:

- C Codes: graduated response to student behaviour
- Faculty Removal
- On-call
- Reflection Room
- Reporting System
- Fixed Term Exclusion
- Permanent Exclusion
- Twilight

## **TRANSITIONAL AND ADDITIONAL SUPPORT**

Students at Marriotts are supported from their allocation in year 6. A transition group is identified in collaboration with the local primary schools to ensure the journey from KS2 to KS3 is positive. This is in addition to the information we receive for every student.

Summer camp availability is in place as the need requires to further aid smooth transition.

There are occasions when the expertise on dealing with behaviour or individuals needs is beyond the expertise of the professionals in school. The school will use a range of strategies to support internally via an intervention group in the first instance. Beyond this, alternative support can be sought from the local authority or Education Support Centre for KS3 and 4 to ensure we are meeting the needs of all of our students and their families. Information regarding student behaviour and progress will be shared for the beneficial purposes in these instances.

## **PROGRESS AND ACHIEVEMENT**

The school recognises the importance of establishing a climate where praise and encouragement far outweighs the frequency of punishment and admonition.

Praise begins with frequent use of encouraging language and gestures in lessons and around the school so that positive behaviour, punctuality and regular attendance are instantly recognised.

Teachers are expected to use the opportunities specified below to praise and reward students.

Data on praise and rewards will be collected and reported to the school governors. It will also be used to monitor the distribution of rewards by teachers and faculties.

At Marriotts the following rewards are in operation to recognise effort, achievement and community spirit:

- Achievement points
- Green and yellow slips
- Rewards trips
- Rewards vouchers
- Postcards and letters home
- Acknowledgement via presentation evening and other events require staff nomination

### **SIGNIFICANT MEASURES**

Marriotts staff are prepared through training and legislation for every eventuality. Fortunately, incidents of a significant nature in school are rare. Staff have the power to use the following measures in school:

- Conduct students searches: Any student who is suspected of being in possession of an offensive weapon or it is believed that they may be in possession of or under the influence of alcohol or substances can have their bags, pockets or other areas of concealment searched by staff. We can ask students to remove: coats, jackets, outerwear and shoes as part of the search. A student will never be asked to remove garments which would leave any exposure. Staff will conduct the search in pairs and may confiscate items or contact the local authority to pass on any items which are illegal in their substance or to carry in the community.
- Restraining or using acceptable force: If a member of the school community is somehow at risk of injury or distress, acceptable intervention include restraining will be used. Equally if a student's behaviour is presenting as 'at risk' to themselves, the same methods will be used.
- Behaviour outside of school: Students are responsible for conveying positivity at all times. If a student is in the community wearing the Marriotts' uniform, we expect their conduct to be exemplary; school expectations and sanctions will apply if there is an incident occurs on the way to or home from school which brings the school into disrepute.
- We are bound by the local authority, at times, to supply information to professionals or to allow external bodies such as representatives from the police or social care to speak with students on the school premises without prior parental consent. We have a duty to assist any investigative body with their inquiries; we will take advice on notifying parents if such situations should arise.

**Please note that our document above is our policy document. Full details of procedures including our Home School Agreement and Student Charter can be found on our website in the Behaviour and Pastoral Handbook.**

*A successful staff will hold tightly to the rules expressing shared values, recognising that they are the invisible bonds that allow the community to function properly. If the values are disturbed by a teacher who does not understand the shared values, or by someone who is not willing to respect them, then it is possible that the whole school community will suffer.* John Murphy, Phil Beadle 'Why are you shouting at us?'

*Children are not criminals and the negative behaviour choices a minority occasionally make are not crimes. Our job is not about retribution; it is about ensuring young people learn from their mistakes, so they can take their place in society and succeed'* Jeremy Rowe 'Sorting Out Behaviour'.