



Behaviour Policy

Preamble

This policy has been updated following the publication on 11th July 2011 of the non-statutory guidance 'Advice for heads and staff on behaviour and discipline' issued by the DFE and relating to the Equality Act 2010, the Education and Inspections Act 2006, the School Standards and Framework Act 1998 and the Education Act 2002.

Equality

This policy has been drawn up in consultation with students, parents, teachers, other staff and senior leaders of the Academy. This policy has been written in accordance with the leveling up principle of the Marsh Academy Single Equalities Scheme and takes account of the six equalities strands - gender, disability, ethnicity, sexuality, belief and age.

Introduction

At the Marsh Academy we believe that high-quality teaching and learning are inextricably linked to good behaviour and discipline. An orderly atmosphere is a prerequisite for effective teaching and learning just as high quality teaching will promote effective learning and good behaviour. The Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated.

We will emphasise and reinforce positive behaviour for learning wherever possible rather than highlighting negative behaviour. In a positive school environment, everyone is valued as an individual and hard work, effort and initiative are rewarded. We are committed to the celebration of all success, be it academic, sporting, personal or social achievement.

Students should be encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality; taking account of others' gender, ethnic group, sexuality, belief, disabilities and age;
- Respect for themselves; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times;
- Respect for the environment; their own, the Academy and other people's property and the community in which we live;
- Respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community.

The Academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

Aim

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

The Marsh Academy operates a whole school approach to behaviour and discipline. This aims to:

- Facilitate behavior for learning through consistent, positive classroom behaviour
- Prevent bullying
- Establish and maintain a bright, clean, attractive environment

- Regulate the conduct of students to promote good behavior, self-discipline, respect and physical wellbeing
- Ensure that students complete assigned work

Positive behaviour for learning reflecting the overall aims of Marsh Academy can best be promoted through the concerted actions and cooperation of all students, staff and parents involved with the school.

We expect students at The Marsh Academy to have high standards of behaviour. We have clearly understood expectations so that all members of our school can work successfully, safely and enjoyably. We do not differentiate between areas of the school and consider the teaching areas and other areas such as the school canteen, halls and corridors to be places of work which we all need to respect;

- we all have a right to be treated with respect at all times.
- we all have the responsibility to treat others with respect at all times.

Parents

The Academy encourages parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and students will be aware that the Academy has an equal opportunities policy and will monitor the impact of all policies and procedures on different groups by race, gender, sexuality, age, belief and disability.

Academy Expectations

The Academy Student Rules (see Appendix 1) and Academy Classroom Rules (see Appendix 2) are based upon mutual respect, common sense and taking responsibility. They will be displayed in every classroom and around the Academy.

In addition, there are certain types of unacceptable behaviour which require separate note. These are:

- Bullying
- Carrying offensive weapons
- Disrupting the work of others
- Damaging property
- Use of offensive language to anyone
- Accessing, copying or publishing obscene or offensive material through the Internet or mobile phone
- Fighting or physical assaults
- Smoking
- Possessing or using drugs or alcohol on site
- Misuse of the fire alarm or fire equipment
- Arguing with a member of staff about a decision they have made

These will be dealt with at Mini School Leader or Senior Leadership Team level according to the severity of the behaviour. In some cases the behaviour may instantly lead to Permanent Exclusion.

Exclusion

In extreme cases, when all other sanctions have failed, a student may be excluded from school for a period of time. If the decision is taken to permanently exclude a student it is seen as the final step in the process of dealing with disciplinary offences. The Academy will have used a wide range of strategies including the use of a Pastoral Support Plan that will include external and internal interventions. In the most exceptional circumstances the Executive Principal/Head of school may decide to permanently exclude a student without recourse to these strategies (see Exclusion Policy)

Detentions

Detentions are be used as consequences within our behavior policy and may be issued by teachers and mini-schools for students who break Academy rules. Break and lunch detentions may be issued with no notice, although staff must allow students the time to collect food and drink at lunch time, and the chance to use toilet facilities. After school, weekend and training day detentions may be issued with 24 hours written notice. When deciding the timing of a detention, the teacher will consider whether suitable travel arrangements can be made by the parent for the student. However, parental consent is not required for a detention and under Government rules it does not matter if making these arrangements is inconvenient for the parent.

Searching students and confiscating property

Without consent: The Executive Principal & Head of School have the legal power to search students without consent for weapons, knives, alcohol, illegal drugs & stolen items.

With consent: Section 91 of the Education and Inspections Act 2006 enables Academy staff to confiscate, retain or dispose of a student's property and protects them from liability for damage to, or loss of, any confiscated items. This power allows Academy staff to search a student for, and to confiscate if found, any items which are not allowed in the Academy (cigarettes, disallowed food and drink) or are not allowed out in lessons (mobile phones, MP3 players). If a student refuses consent for a search the Academy will ask parents to attend a meeting to resolve the issue under investigation, and if necessary, isolate that student until the parent is able to attend the meeting. Cigarettes and disallowed food and drink will be destroyed on confiscation. Mobile phones, MP3 players and other legal, valuable items will be stored in the student office until a parent can collect them. Academy staff authorised to search and confiscate are the Senior Leadership Team, Senior Pastoral Manager, Mini-School Leaders and Student Development Leaders. Other staff should refer to these authorised staff and not carry out a search themselves.

Behaviour out of school

In the event of any criminal behaviour or bullying by our students the Academy will work with the police and other agencies as the law requires.

The Academy behaviour policy and consequences will be used in the event of non-criminal bad behaviour and bullying which occurs anywhere off the academy premises and which is witnessed by a staff member or reported to the Academy. The behaviour policy will be used to deal with such incidents when a student is taking part in any Academy-organised or Academy-related activity or travelling to or from the academy or wearing the academy uniform or in some other way identifiable as a student at the academy. The Academy will also apply the behaviour policy when misbehaviour at any time could have repercussions for the orderly running of the Academy or poses a threat to another student or member of the public or could adversely affect the reputation of the Academy. This would include student actions on social media sites such as facebook.

Smoking whilst in uniform anywhere, and especially near the Academy site, will be dealt with by the behaviour policy and consequences system.

Use of force

Force must never be used as a punishment by Academy staff. However, the law states that a member of Academy staff may use such force as is reasonable. Force will always be used as a last resort. Please refer to the 'Use of Force to Control or Restrain' policy.

- I will **arrive ready** to learn
- I will **follow instructions** from staff
- I will **keep noise at an acceptable level** for working
- I will **do my best** and let others do their best
- I will **respect everybody** in the room
- I will **respect** the Academy **environment**

Academy Rules

Appendix 2

- ✓ Follow the Behaviour for Learning Code
- ✓ Follow the uniform policy
- ✓ Phones and MP3s are not to be used in any lesson
- ✓ No littering
- ✓ No chewing gum
- ✓ No smoking

Teacher Code (see flow diagram)

All staff are expected to ensure that a copy of the Academy Classroom Rules and the Inappropriate Classroom Behaviour System (flow diagram) are displayed in their classroom and that it is referred to when necessary. In terms of classroom based sanctions four key steps are identified, three warnings followed by a teacher sanction. When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The choice of sanction to be applied is the decision of the member of staff concerned. Children as always should be treated as individuals.

If a student uses abusive or threatening language or body language towards a member of staff roaming must be called immediately.

If a student is referred to a Director of Learning, this needs to be recorded by the member of staff reporting the incident and should include the action taken by the Director of Learning.

The teacher should remind the class of key rules before issuing individual warnings

Step 1 - First Warning

The FIRST WARNING has two clear purposes:

- to indicate to a student that they have done or are doing something which is unacceptable;
- to form a link to the more serious PHASE TWO – SECOND WARNING if it is required.

It goes without saying that students must clearly understand that they have received each warning and that therefore the actual words 'FIRST WARNING' must be used by the member of staff.

The student's name should be written on the board.

The FIRST WARNING should not be given as a blanket warning to the full class.

Second Warning

A student who continues to behave unacceptably despite being given a FIRST WARNING will move onto a SECOND WARNING. The student should be informed of the consequences of continuing with the behaviour. A tick should be added to their name.

A student may continue to behave in an unsatisfactory manner despite receiving both WARNINGS. Such behaviour will result in a consequence. If the student chooses to continue teachers must then record a second tick and move to STEP 2.

Step 2 - Teacher Action

Teachers select the most appropriate action to suit the student and the exhibited behaviour. They may use one or several from the list. Action must be taken by the teacher and it must be recorded on SIMs.

If the behaviour is not stopped at this stage then DOL action must be taken and step 3 implemented. If a student fails to attend two detentions set by the classroom teacher then they are referred to DOL.

Step 3 - Department Action

The DOL chooses the most appropriate action to suit the student and the exhibited behaviour. The DOL can refer the student to MSL if they feel that the behaviour needs further action but they should endeavour to intervene for themselves whenever possible. Further referral to MSL needs recording with the action taken

Step 4 - MSL Action

The MSL chooses the most appropriate action to suit the student and the exhibited behaviour bearing in mind that the student has already been sanctioned by the classroom teacher and DOL.

Inappropriate Classroom Behaviour System

ZERO TOLERANCE

Additional Support called immediately for

1. Swearing at staff
2. Inappropriate physical contact with student or staff

STEP 1

1. First warning, name on the board
2. Name on the board with one tick
3. Name on the board with two ticks

STEP 2 – TEACHER ACTION

- TA1 Move seat
- TA2 Outside for 3 minutes
- TA3 Removal of rights/email, taking part etc
- TA4 Break detention
- TA5 Phone home
- TA6 Afterschool detention
- TA7 Send to buddy teacher
- TA8 Send to DOL

(Must be recorded on SIMs)

STEP 3 – DEPARTMENT ACTION

- DA1 Verbal reprimand
- DA2 Contact parents
- DA3 Afterschool detention
- DA4 Subject report/positive comment card
- DA5 Removal of rights/email,
- DA6 refer to roaming

STEP 4 MSL ACTION

- MA1 Verbal reprimand
- MA2 Phone call
- MA3 MSL report/positive comment card
- MA4 Restorative Justice
- MA5 Seclusion
- MA6 Parents in
- MA7 Detention – afterschool/weekend/holiday
- MA8 Mini-School PSP
- MA9 SLT PSP

SIMs Behaviour Reporting

A key element in tackling poor behaviour is the speedy and efficient pooling of information. A full picture of student behaviour should be identified in cases of referral. Information about individual incidents should be entered onto the SIMS behaviour section. This should include the action taken by the teacher, the name of the member of staff reporting and the place that the incident occurred.

- No laptop
- Refusing to work
- Physical abuse –
 1. General playfighting, accidental
 2. Unwelcome playfighting/physical contact
 3. Premeditated and aggressive, deliberate
- Vandalism
- Disruptive behaviour
- Lack of equipment
- Theft
- Truancy
- Incorrect uniform/jewellery
- Verbal abuse –
 1. Said but not directly at
 2. Directed at another student
 3. Directed at staff
- Bullying
- Racism/homophobia
- Smoking
- Punctuality
- Defiance
- Other (if you use other you must explain)

Place

Science	Music	Inclusion	Tutorial
Maths	Drama	Before school	Other
English	Theatre	After school	
Humanities	Technology	Between lesson	
MFL	ICT	Lunchtime	
Art	PBL	Breaktime	
PE		Dining areas	

Action

Selected from teacher / department / MSL action boxes as appropriate