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## **The Aims of the Behaviour Policy**

*“ If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them, become what they ought to be”.*

*Goethe*

We believe that schools are places of learning and it is important that some behaviours are modified so that the aim can be achieved.

The aim of this behaviour policy is to support the process through:

- The creation of a positive, orderly and inclusive environment where teaching and learning can take place
- The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices which aid teaching and learning in the classroom

**Good behaviour and discipline are key foundations of good education.** Without an orderly atmosphere effective teaching and learning cannot take place. If pupils are permitted to present inappropriate behaviours at school they prejudice their own education and that of the pupils around them.

## **The General Aims of the School**

### **Our Aims For Ourselves:**

1. To promote a caring environment in which young people can grow towards adulthood.
2. To develop positive teaching strategies geared towards maximising the learning potential of our pupils.
3. Actively to promote the principle of equality for all people whatever their abilities, background, race or sex.
4. To promote and maintain a positive relationship with parents and the local community based upon mutual respect and understanding.
5. To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all teachers.
6. To promote constructive evaluation of what we do at all levels.
7. To strive towards excellence in everything we do.
8. To aim for year on year improvements in pupil attainment.

### **Our Aims For Our Pupils:**

1. To develop in each child a positive self image.
2. To develop a sensitivity to the needs of both self and others and the ability to balance the two when necessary.
3. To promote and provide opportunities within and beyond the curriculum which encourage and enable our pupils to develop a sense of meaning and purpose in their own life and in life as a whole.
4. To 'enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment'.  
(Warnock).
5. To develop skills relevant to employment and to survival in a changing world.
6. To develop an enquiring mind with the ability to question and to argue rationally.
7. To develop the ability to work positively with and amongst other people and as part of a group.
8. To promote high attainment and the pursuit of excellence.
9. To educate for responsible adulthood where challenging inappropriate behaviour is the norm.

## **Rights and Responsibilities**

This policy is based upon the principles that

### **Teachers have a right to teach and pupils have a right to learn**

Any behaviour in the classroom which prevents learning need to be challenged, managed and monitored. Clear sanctions exist to protect staff and pupils

### **All staff and pupils need to be safe from physical and verbal abuse.**

In order to achieve this we operate the following classroom rules:

#### **Pupils are expected to:**

- Arrive at each lesson on time, ready to work and with the correct equipment
- Always do their best and be responsible for their own learning
- Have respect for themselves, each other and for property
- Accept classroom discipline.
- Always listen; don't interrupt or argue back.
- Never use bad language

#### **Staff are expected to:**

- Treat pupils as individuals
- Have regard for pupils' educational needs
- Take responsibility for the teaching and learning in their classroom
- Deal in the first instance with any behaviour issues which may arrive
- Seek help from their subject leader if the need arises

#### **In addition, staff should:**

1. Set homework and mark work according to the whole school policy
  - Provide constructive and helpful feedback
  - Use the opportunity to raise pupils' self esteem
  - Record marks and levels as appropriate in your staff planner
  - Set homework to challenge and extend in line with published homework timetable
  - Monitor standards of presentation in line with marking policy
2. Create a positive teaching environment
  - Ensure that the room is well organised
  - Celebrate pupils' work through display
  - Call a register for each lesson
  - Maintain a professional conduct, appearance and attitude
3. Liaise with Pastoral Leader if parents are to be contacted
  - Communicate concerns to Form Tutor and/or Pastoral Leader
  - Copies of all letters to parents to go to Subject and Pastoral Leaders

- Be thoroughly prepared for meetings with parents
4. Promote your subject
    - Ensure lessons are well planned and structured
    - Be willing to “keep an open door” approach to colleagues
    - Create a positive ethos and consider successes and possible weaknesses
    - Liaise with subject leader regarding issues for development
    - Show passion for your subject
  5. Issue department/pastoral detentions, department rewards
    - Reward success with public and private praise
    - Send letters home informing parents of successes
    - Follow the Rewards Policy
  6. Maintain high standards
    - Question lateness
    - Do not accept work of a poor standard
    - Check uniform and equipment at the start of each lesson – inform Form Tutor of problems
    - Take register for each lesson and check pupil absences are legitimate
    - Seek advice and assistance to support improvements both academically and pastorally
    - Maintain consistency with school policy
  7. Inform Form Tutors of concerns both academically and socially
    - Ensure you record evidence of achievement
    - Know the progress, attitude and academic background of each pupil in your classes
    - Provide your Subject Leader with accurate assessments to ability
    - Use the appropriate computer systems to record achievement
    - Identify underachievers and high attainers and develop appropriate teaching strategies
    - Communicate concerns to both Subject and Pastoral Leaders
    - Read thoroughly the IEPs
    - Adhere to the school’s target-setting policy for pupils

**Subject Leaders are expected to:**

- Have a set agenda item in departmental meetings that discuss behaviour.
- Develop support systems in their department that will reinforce the Code of Conduct and try to reduce the frequency of disruption in classrooms.
- Have a recording system that supports their case for referral of an individual that includes the strategies already employed within the department to overcome the problem.
- Discuss pupils with Form Tutors and Pastoral Leaders so that a clear picture of the pupil is gained.
- Discuss informing parents of behaviour concerns with Pastoral Leader.

### **The role of Pastoral Leaders and the Leadership Group:**

One of the functions of the Pastoral Leaders is to deal with the more persistent offenders in the school. It is crucial that evidence is gathered of work done at previous levels if Pastoral Leaders are to then be able to assess which steps need to be taken next, according to the school's Sanctions Policy.

The Leadership Group members will be responsible for dealing with serious breaches of the Code of Conduct, including incidents which may require the pupil to be excluded.

It is very important that we work with pupils and parents in trying to bring about a modification to their behaviour. These pupils' behaviour will not be changed by punishment alone.

## **Behaviour and Expectations**

We place considerable importance on high standards of personal behaviour. We have written guidelines for our pupils outlining what we expect in positive terms. These are made clear to all children when they start with us and are continuously reinforced through our whole practice as a school. Our guidelines are called **The Code of Conduct** and are as follows:

### **The Code of Conduct**

What we expect from you as a pupil of the school and as a member of the community.

1. You need to organise yourself to arrive at school, at registration and at all lessons on time. Your late arrival will cause a disturbance and hold up others.
2. Come to lessons with **all books and equipment** you will need. This must include a pen, a pencil, a ruler and your Pupil Planner. If this ever causes problems, see your teacher before the lesson concerned.
3. Concentrate, think about what you are meant to do, and ask sensibly if you are not sure about it. Don't distract other people from their work.
4. Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly isn't. We expect you to know the difference.
5. You must behave with respect to fellow pupils, teachers and other adults. Avoid rudeness, shouting, swearing and interrupting people who are already talking. Failure to do so will cause you serious trouble.
6. Act with self-control. Never use physical violence. Think first!
7. Always try to produce work which is the best you can do, and to present it well. Respond to teachers' comments about your work. You may be able to do better than you think.
8. Know the rules of movement about the school buildings and the surrounding areas. Don't run or make a lot of noise. Open doors for others.
9. What you look like says something about you. You must ensure that you are dressed properly according to the school code of dress at all times.
10. Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes your parents pay. Think about how you treat school property and that of others: if you damage something it has to be paid for.
11. Litter is unpleasant, always put litter in the bins. If you see litter around the school pick it up and put it in the bin.

12. You should eat at lunchtimes and in appropriate places, not in lesson time. Chewing gum is not allowed.

Observing these twelve basic guidelines at all times will make our school community a pleasant place for everyone.

## **Basic Rules**

Some basic rules about behaviour are also necessary:

1. Keep to the left when moving about the buildings.
2. Cycling is not allowed on the school premises.
3. No pupil can leave the premises without permission.
4. No radios, mobile phones or other items which can cause nuisance or danger to others should be brought to school. Mobile telephones must be left at the main school office on arrival and collected on departure.
5. Chewing gum is not allowed.
6. Smoking is not allowed.
7. Illegal substances are not allowed in school.

We do insist our students meet our high expectations of behaviour and appearance.

In addition, it is expected that pupils will play their part in welcoming new pupils to the school.

Ten ways to help new people settle in and feel comfortable:

- Smile!
- Give them a welcome pack including Pupil Planner.
- Ask a member of the form to show them around school, pointing out the toilets, the Medical Room and the Pastoral Leader's Office.
- Ask them about themselves.
- Introduce them to your friends and their teachers.
- Sit next to them during lessons.
- Include them in social time activities.
- Talk to them; help them to feel part of the group.
- Tell them about extra-curricular activities.
- Find out where they live, if possible, walk with them to and from school.

## Promoting Good Behaviour

- Staff will praise pupils when they see good behaviour.
- Staff will tell pupils clearly what is expected of them.
- Pupils will remember what is asked of them.
- Rules are consistent, fair and will be kept.
- Responsibilities and expectations will be matched to the individual pupil's age and development
- Staff will regularly inform a pupil's parents of exemplary conduct as well as achievement (via letter, a telephone call, at parents' evening or informally after school.
- When pupils have worked hard to support others in school they will be commended through the Headteacher's postcards and/or stickers; or through the award of a success badge and certificate. Exemplary acts will be commended in assemblies.

## Rewards

Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well - in words or in writing. Other rewards include:

*Form Points* are awarded for good work or actions in the lower school and *Headteacher's Postcards* are awarded termly to pupils who have made significant progress or achievement in subject areas during the term.

*Exemplary conduct certificates* are awarded at the end of each term to pupils whose behaviour is consistently good. These are followed by the award of *exemplary conduct badges* at the end of each school year. Attendance school is vital and rewards are given at regular intervals for excellent attendance.

Pupils can gain *success badges* for noteworthy success in any area of school life. Year 9 pupils have an Achievements Assembly in July. Year 11 pupils return in November, after taking their GCSE exams, for a Presentation Evening.

## **Identifying Pupils with Behaviour Difficulties**

Pupils with behaviour difficulties may be identified in one or more ways:

- Referral by subject staff and/or Subject Leader
- Pastoral Leader concerns because of mounting number of detentions, parental contact, absence/truancy
- Classroom incidents
- Social time problems
- Concerns expressed by non-teaching staff
- Outside agencies eg Social Services, Police
- Sibling or peer group concerns
- Concerns raised by Learning Development Centre

## **Supporting Pupils Whose Behaviour is Inappropriate**

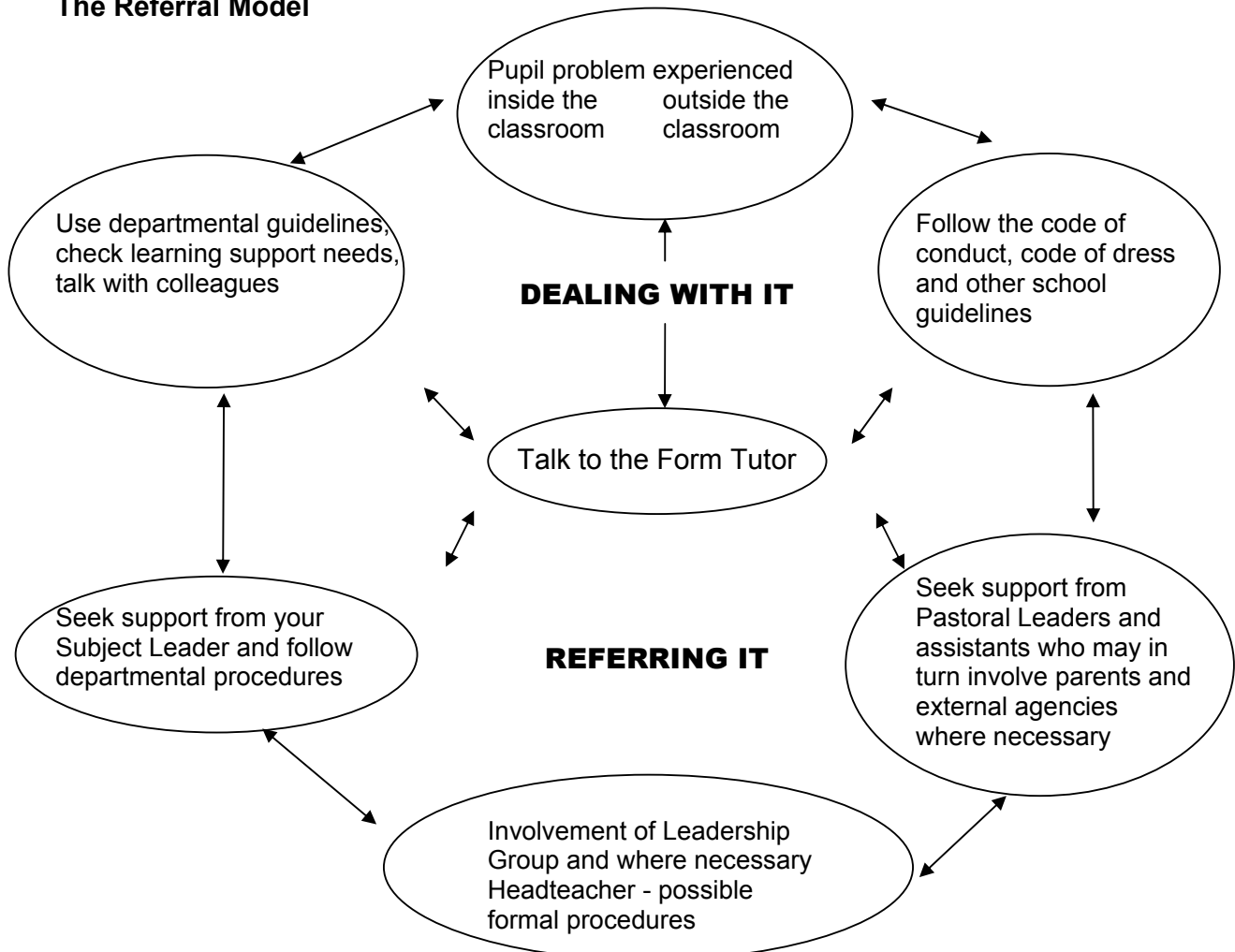
The Marches School and Technology College has a range of support strategies for pupils whose behaviour is at time inappropriate.

- Form Tutors are central to the process of identifying such pupils as they have regular day-to-day contact and the opportunity to develop strong relationships with pupils in their form.
- The Pastoral Learning Mentor can offer time to mentor pupils and address difficulties that they may have, academically or pastorally.
- The Pastoral Leaders are experienced and adept at counselling such pupils and/or accessing other sources of support.
- The Learning Development Centre has enormous expertise in helping pupils overcome learning difficulties.
- The Tic Tac Centre staff between them offer additional support for both pupils and their families and can offer access to health professionals and other agencies skilled in supporting young people.
- In addition, there is the Educational Welfare Officer and the Educational Psychologist.

## Putting it into Practice

How you can play your part in making the system work ..... and what to do when it doesn't

### The Referral Model



Running an effective school is the responsibility of all of us. Help needs to be available for individual staff, but each one of us needs to respond positively when faced with a problem. The key question is:

### Can I Deal With The Problem Myself?

If the answer is **YES** you should deal with it, following the proper school guidelines.

If the answer is **NO**, or if you have tried the procedures indicated above and still not succeeded, you need to follow the proper referral route outlined.

Most of all, never ignore a problem. Always do something. Getting help when you need it - through the right channels - is your professional responsibility.

## **Inappropriate Behaviour and Sanctions**

This sanctions table represents a range of responses to inappropriate behaviour at all levels. In responding to an inappropriate behaviour staff must take into account a range of circumstance relating to the pupil. These might include the pupil's previous behaviour, factors affecting the incident, home circumstances, peer pressure, the acceptance of responsibility and the exhibition of remorse. Repeated incidents of inappropriate behaviour can be cumulative and may be addressed in more severe terms. Emphasis will be placed on consistency and fairness in applying sanctions.

Integral to the policy is the aim to bring about in pupils an acceptance of their responsibility for their own behaviour. Sanctions will be certain, predictable, and allow the opportunity to repair and rebuild the relationship whilst creating learning opportunities for both pupils and staff.

### **Inappropriate Behaviour**

This is characterised by the infringement of any of these three important rights:

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded
- All staff have the right to teach in an environment where pupils behave
- Both staff and pupils have a right to feel safe and secure

Any behaviour that effects these rights will be challenges, managed and monitored. The Marches School and Technology College wants pupils to become good citizens.

Inappropriate behaviours that will never be tolerated in school

- Violence to others
- Rudeness to staff
- Bullying (verbal or physical)
- Swearing
- Deliberate or repeated disruption to lessons
- Damage to, or theft of, school property
- Smoking or any substance misuse
- Endangering the health and safety of a pupil or member of staff.
- Deliberate flouting of school rules.

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour.

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other pupils and to staff they may have offended; show they can keep the school rules, by being put on report; or may other suitable reparation.

The following Sanctions will apply when necessary.

Category	INAPPROPRIATE BEHAVIOUR		Note in Pupil Planner	Break/lunch detention subject teacher	Removal from class	Form Tutor intervention	Confiscation	Sent home to address problem	After school subject detention	Pastoral lunchtime G2	Pastoral after school detention	Inform Subject Leader	Remove from Network	Subject Leader detention	Inform Pastoral Learning mentor	Inform Pastoral Leader	Pastoral leader lunchtime detention	Round robin	Internal isolation with pastoral leader	Internal isolation room	On report	Community service	Payment required	Parents informed letter / phone	Parent invited in	Involve Leadership group	Pupil planning meeting	Fixed term exclusion	Referral to behaviour support	Involvement of EWO	Involve external agencies	Permanent exclusion		
Attendance and related problems	1	Lateness to lessons. One off	<input type="checkbox"/>																															
	2	Persistent lateness to lessons	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>									<input type="checkbox"/>													
	3	Lateness to registration – one off	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>																								
	4	Lateness to registration -3 times or more	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>							<input type="checkbox"/>												<input type="checkbox"/>					
	5	Inexcusable absence from subject lunchtime detention	<input type="checkbox"/>									<input type="checkbox"/>					<input type="checkbox"/>																	
	6	Inexcusable absence from school detention	<input type="checkbox"/>									<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>																	
	7	Persistent out of bounds	<input type="checkbox"/>									<input type="checkbox"/>					<input type="checkbox"/>																	
	8	Truancy / off site without permission	<input type="checkbox"/>									<input type="checkbox"/>					<input type="checkbox"/>								<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>			
	9	Persistent non attendance	<input type="checkbox"/>				<input type="checkbox"/>										<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	10	Being ill-equipped for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>									<input type="checkbox"/>																	
	11	Bringing inappropriate items to school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										<input type="checkbox"/>								<input type="checkbox"/>						<input type="checkbox"/>			
	12	Bringing illegal items to school	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>										<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1+			<input type="checkbox"/>	<input type="checkbox"/>		
Failure to meet deadlines	1	Failure to complete hwk/coursework – one off	<input type="checkbox"/>	<input type="checkbox"/>																														
	2	Persistent failure to complete hwk/coursework	<input type="checkbox"/>									<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>									
In-appropriate behaviours	1	Insolence to staff - one off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>																		
	2	Persistent or notable insolence to staff	<input type="checkbox"/>		<input type="checkbox"/>											<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3	<input type="checkbox"/>			<input type="checkbox"/>		
	3	Swearing – not aimed at staff	<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>							<input type="checkbox"/>																
	4	Swearing – aimed at staff	<input type="checkbox"/>		<input type="checkbox"/>																			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2						
	5	Offensive behaviour to staff	<input type="checkbox"/>		<input type="checkbox"/>													<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2	<input type="checkbox"/>				<input type="checkbox"/>	
	6	General behaviour problems – subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>																						

Category	INAPPROPRIATE BEHAVIOUR		Intervention and Support Options																												
			Note in Pupil Planner	Break/lunch detention subject teacher	Removal from class	Form Tutor intervention	Confiscation	Sent home to address problem	After school subject detention	Pastoral lunchtime G2	Pastoral after school detention	Inform Subject Leader	Remove from Network	Subject Leader detention	Inform Pastoral Learning mentor	Inform Pastoral Leader	Pastoral leader lunchtime detention	Round robin	Internal isolation with pastoral leader	Internal isolation room	On report	Community service	Payment required	Parents informed letter / phone	Parent invited in	Involve Leadership group	Pupil planning meeting	Fixed term exclusion	Referral to behaviour support	Involvement of EWO	Involve external agencies
	7	General behaviour problems – more than 1 subject	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	1+	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	8	Deception / lying	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>							
	9	Theft	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			1+	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	10	Smoking	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>				2				
	11	Persistent refusal to comply with school code of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		3	<input type="checkbox"/>			
	12	Persistent refusal to comply with school code of dress	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		1			<input type="checkbox"/>	
	13	Gross disobedience	<input type="checkbox"/>		<input type="checkbox"/>										<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>
Violence against property	1	Minor vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>								
	2	Major vandalism	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>
	3	Severe vandalism	<input type="checkbox"/>		<input type="checkbox"/>										<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			3	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Violence against the person	1	Fighting	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			1+	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	2	Minor bullying	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>							
	3	Bullying / intimidation	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			2+	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	4	Severe violence	<input type="checkbox"/>		<input type="checkbox"/>										<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		3+	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Code of dress	1	Inappropriate uniform – one off	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
	2	Persistent inappropriate uniform	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		
	3	Inappropriate jewellery –one off	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
	4	Persistent inappropriate jewellery	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Misuse of Internet	1	One-off	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>							
	2	Repeated mis-use	<input type="checkbox"/>								<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>			1+				
Illegal Substances	1	Possession in School			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		15			<input type="checkbox"/>	
	2	Under the influence			<input type="checkbox"/>		<input type="checkbox"/>								<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5			<input type="checkbox"/>	
	3	Dealing drugs			<input type="checkbox"/>		<input type="checkbox"/>								<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>

## Managing Inappropriate Behaviour

We attempt to make all our dealings with pupils positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all pupils must be our first concern. Formal sanctions are as follows:

**1. Detentions:** We can keep pupils behind for up to ten minutes at the end of a session, without notice. For longer detentions after school we shall always give 24 hours notice to parents. We also hold lunchtime detentions for up to 30 minutes and departments hold their own detention for unacceptable work or behaviour in particular subject lessons.

**2. Report:** Pupils whose behaviour is poor over a period of time will be placed on report. This involves having behaviour in lessons commented on by teachers at the end of each lesson. The Form Tutor and Pastoral Leader will see this regularly. Usually parents will be informed and involved in this.

**3. Isolation:** A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents will be informed.

**4. Exclusion:** This means a pupil is not allowed to attend school. Usually exclusions are for a fixed term. Excluded pupils can be re-admitted only following an interview between parents and a senior member of staff, and guarantees about future behaviour. Sometimes we ask for these guarantees in the form of a written contract. Exclusions can also lead to a meeting with senior officers from Shirehall to discuss the pupil's future. The governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely.

We have a clear policy to deal firmly with any bullying so that The Marches School and Technology College is a safe and welcoming place for everyone. All parents will receive a copy of the Home - School Agreement, which they sign as they enter into partnership with the school.

Pastoral Leaders will provide appropriate work for excluded pupils to complete at home during the period of their exclusion. Excluded pupils are expected to remain in their home completing work and not roaming the streets, which includes coming near or onto the school site.

Strategies for use in the classroom:

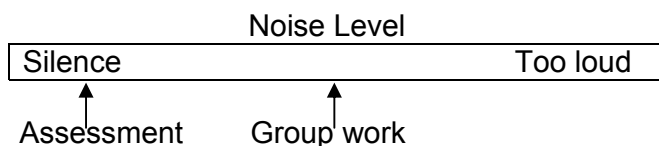
- Schools are places of learning and it is important that some behaviours are modified so that this aim can be achieved

Starting the lesson:

- Have an activity or piece of work for them to do, on the desk, as soon as they arrive.
- Have a sentence written on the board: "OK, I'm ready to start when you are".
- Clearly state main learning objective of the lesson, at the beginning and then explain how the pupils will achieve it.
- Anxiety affects behaviour. Reduce anxiety by having a supply of pens, pencils, etc to hand.
- Give rewards for having correct equipment.

During the lesson:

- Praise the behaviour of pupils who are working well, eg “I’m really pleased with the work in this area of the room”.
- Take off-task pupils back into their learning by ignoring the conversation and saying “How’s the work going?”
- Have a “noise-ometer”.



Challenging pupils are visual learners. Use the noise-ometer to demonstrate what you want:

- Describe the reality – “You’re talking”.
- Keep things in perspective.
- ‘Leave the door open’ – allow room for manoeuvre by pupils. Give them the opportunity to save face as well as comply with what you want.
- You don’t need to shout to be heard.
- Tactically ignore.
- Remember to follow up inappropriate behaviour and “follow through”.
- Keep issues small.
- Remember boys and girls are different.
- Do not take anything personally.
- Use sanctions as learning opportunities.
- Focus on the primary behaviour.
- Partially agree and then follow with a positive remark – “You may prefer not to come to school but the law says otherwise so let’s work together”.

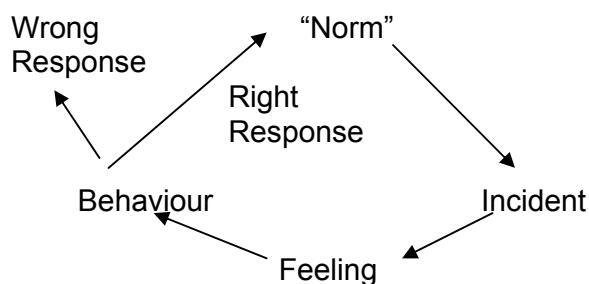
If it goes wrong – look for the solution.

## DO NOT REACT

Working with inappropriate behaviour requires positive responses.

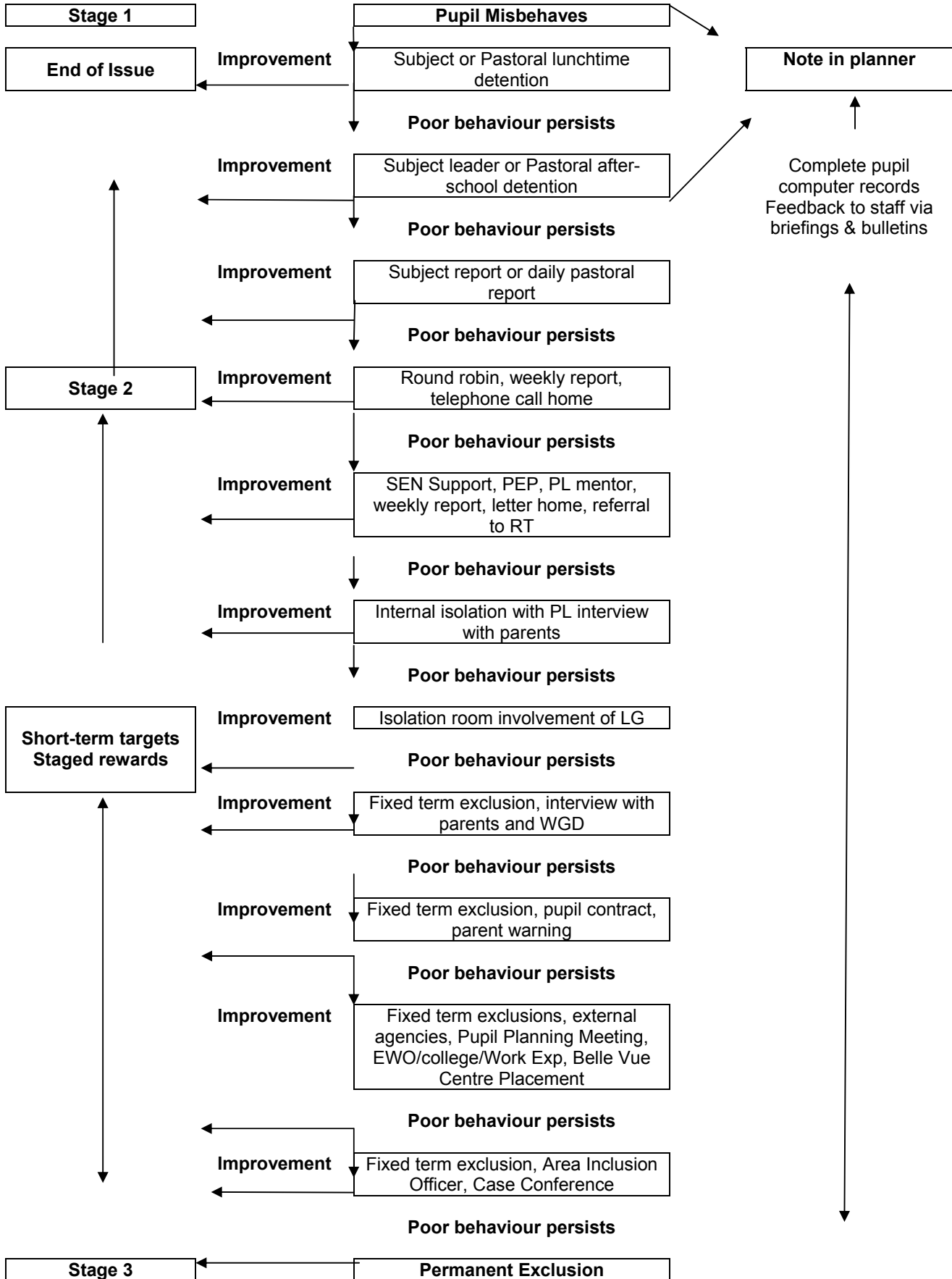
We need to plan for inappropriate behaviour.

## The Conflict Cycle



# Sanctions Policy

## Disciplinary Procedures



## **Links to Other Policies and Areas of Special Concern**

### **SEN Policy**

It should be recognised that repeated unacceptable behaviour can

- constitute a Special Educational Need in itself
- be indicative of a learning difficulty
- be indicative of a lack of appropriate social skills
- be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset e.g. bereavement, abuse, anxiety or depression

Therefore subject and form staff, together with the Pastoral Learning Mentor, should review a pupil's progress and achievement in the light of this and consider the following:

Could the inappropriate behaviour be triggered by:

- A lack of understanding of expectations
- Inappropriate knowledge or experience
- Fear of failure
- Overwhelmed or confused by the work
- Peer pressure
- Anxiety

Staff should also consider whether there are particular contexts when a child exhibits inappropriate behaviour:

- Particular subjects or staff
- Physical activities
- New/written/physical/individual/group/creative work
- When examples of expectations are not shown made clear

In such cases the Pastoral Learning Mentor will circulate a round robin to all staff in order to assess the problem, perhaps also making use of the educational psychologist and other support staff both in and out of school.

Reference should be made to the criteria for inclusion on the SEN register in assessing these pupils

- What is the nature of the behaviour?
- What is the severity of the behaviour?
- How frequently does the behaviour occur?
- What is the duration of the behaviour?
- How general is the behaviour?

Staff will discuss these areas and agree on the degree of seriousness of behaviour before further action is taken which may involve inclusion on the SEN register or referral to the staff in Tic Tac.

## **Equal Opportunities and Race Relations Policies**

The Marches School and Technology College is an inclusive school. The needs of all pupils, including the most challenging and least able, are considered to be of equal importance. We are committed to promoting racial equality and good race relations, and to challenge racial discrimination whenever it occurs. Equally, the promotion of Equal Opportunities is concerned to do everything possible to maximise the potential of every pupil in all the various curricular and extra curricular opportunities the school offers.

It is the place of the Behaviour Policy to support the aims of Race Relations and Equal Opportunity at The Marches School and Technology College by dealing quickly, firmly and sensitively with all incidents including those of bullying.

### **Bullying Policy**

We have a clear policy to deal firmly with bullying so that The Marches School and Technology College is a safe and welcoming place for everyone.