



BEHAVIOUR FOR LEARNING POLICY

Author:	Sarah Swan, Ella Sainsbury
SLT Link	Sarah Swan, Ella Sainsbury
Link Governor	Jo Sumpter
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1. Introduction

- 1.1 This policy reflects the St Marylebone CE School's (referred to from now on as the School in this policy) Christian values, particularly as reflected in *Colossians 3.12-17*:

As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive. Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.

- 1.2 It should be read in conjunction with the other school policies, including the Anti-Bullying Policy, the Safeguarding and Child Protection Policy, the Attendance & Punctuality Policy and the Exclusions policy.

2. Principles and Responsibilities

- 2.1 Underlying all aspects of this Behaviour Policy are the four 'Cs', as follows:

- **Consistency:** all teachers will apply this policy with consistency and compassion, recognising the students' need for predictable and safe systems that allow them to learn through every lesson

- **Calmness:** all adults in school commit to dealing with behaviour concerns calmly and without emotive reactions. In this sense, they role model effective self-regulation and respect
 - **Clarity:** the School will communicate clearly about our behaviour procedures to students, parents and carers. Teachers will be clear about their expectations in lessons and the reasons for warnings being given
 - **Compassion:** the School and its teachers will apply this policy with the recognition that discipline and kindness should exist together
- 2.2 Outstanding behaviour is necessary to make an ‘Opportunity to Excel’ genuinely available to all. It is the right of every student to learn without distraction. This policy places the highest expectations on our students, and makes them accountable for how they act and interact at our school, whilst providing them with caring, supportive pastoral care that reflects our Church of England values.
- 2.3 Underlying this policy is the expectation that St Marylebone students will at all times try to:
- respect themselves and that of all other members of the school community
 - embrace the Church values of compassion and forgiveness, always choosing reconciliation over conflict
 - commit fully to their learning and progress
 - act as stewards and ambassadors for our school
 - be independent, self-disciplined and autonomous learners.
- 2.4 This policy applies at all times when students are on site, moving between sites, on school excursions or trips or in any activity associated with the School or when the students are in school uniform. It may also apply to conduct which takes place outside school grounds or out of school time (see Section 8).
- 2.5 Staff will endeavour at all times to:
- treat all students as individuals and with respect, in line with our Church values
 - be firm but fair in their dealings with students
 - ensure inclusion and equality of opportunity
 - apply all rewards and sanctions with consistency
 - offer lessons that are interesting and stimulating
 - ensure that parents and carers are involved in students’ educational progress and wellbeing through school
 - create an environment of mutual respect and politeness, in keeping with the ethos of the School
 - offer a safe and stimulating environment for working and learning
 - prepare students for demands of working life in matters of punctuality, attendance and dress
 - help students develop or maintain a good pattern of behaviour and to support students whose behaviour is in need of change
 - ensure students are heard at appropriate times when they feel there has been unfairness
- 2.6 The Staff Code of Conduct sets out expectations of staff behaviour and conduct.
- 2.7 Parents and carers are asked to support the School in achieving these aims by:

- having the highest expectations of their children with respect to behaviour, uniform, participation, attendance and punctuality
 - working in positive partnership and support of the School, committing not to undermine the authority of school staff in matters of behaviour and discipline.
- 2.8 Parents are asked to contribute to any costs incurred through wilful damage or loss of school property.
- 2.9 The School reserves the right to apply this Behaviour Policy appropriately and with reasonable flexibility, with regard to the particular circumstances affecting each student.

3. Student Code of Conduct

- 3.1 Every student is expected to pursue excellence by:
- Arriving punctually, correctly dressed and fully equipped to all lessons
 - working as hard as possible at all times
 - doing all homework in full and handing it in on time
 - catching up with any work missed through essential absence
 - showing respect for the School's environment and equipment
 - behaving courteously at all times with all members of our community
 - showing a total commitment to the subject being studied
 - demonstrating initiative to extend learning capacities
 - positively enhancing the life of the community
 - respecting the Behaviour for Learning systems which are there to support and promote their learning and development

4. Positive Feedback

- 4.1 The focus for positive feedback is on the process and approach to learning (such as the Marylebone 5: curious, responsive, compassionate, imaginative and courageous) rather than outcome. Teachers regularly engage in positive conversations with students in the classroom and around school, as well as through written feedback in marked work, reports and awards. If a teacher feels a student has really stretched and challenged themselves they can log this on SIMS which results in an email detailing why the student has been given positive feedback which is sent to parents/carers, the student and shared with other staff and pastoral leaders.
- 4.2 House Points are given to acknowledge efforts for community spirit, such as donations for charity or competing in sports events.
- 4.3 Types of positive feedback may include:
- Verbal feedback (in class, around school, Parents' Evenings, ARD)
 - Written comments (marked work, reports, positive feedback reports)
 - Positive Feedback on SIMS
 - Emails, postcards, phone-calls home
 - House points or Proton points in Science

- Recognition in awards assemblies, house assemblies, year group assemblies, Prize-Giving, Jack Petchey Award, Year 9 Award and displays of work
- 4.4 Lucy Moorehead (Director of Professional and Personal Development) will continue to review our use of positive feedback, considering research and practice to ensure that it is as effective and impactful as possible on our students' development.

5. Respect, courtesy and appropriate language

- 5.1 Students should interact with staff in a respectful manner. 'Secondary' behaviours such as answering back, eye-rolling, grimacing and laughing inappropriately are not acceptable, and will be dealt with under the sanctions as set out below.
- 5.2 To succeed in the world, students need to be capable of speaking politely, professionally, appropriately and with good manners. As such, students are expected to do the following in their interactions:
- Speak politely
 - have positive body language
 - use formal rather than colloquial greetings
 - avoid slang and other types of informal language

6. Mobile phones

- 6.1 Our Mobile Phone Policy acknowledges the additional progress and safeguarding benefits derived from keeping phones out of use in school.
- 6.2 For Years 7-11, any phones or electronic devices must be switched off and kept in students' bags. They must not be seen or heard in school. If they are seen or heard, they are confiscated immediately and then the following applies. On the first occasion, the phone is handed in daily for a week and on the second occasion, it is confiscated for the rest of the term.
- 6.3 Sixth Formers on site in Blandford Street may use phones in free periods and in study periods at teachers' discretion, but should keep them out of sight and hearing during other lessons and at all times when at Main Site.

7. Classroom sanctions and discipline

- 7.1 Classroom rules may vary slightly between departments as appropriate to teaching and learning styles, but the following are the non-negotiable rules and routines.
- 7.2 Students are expected to:
- Arrive on time wearing the correct uniform, including the school blazer
 - bring the correct equipment (including homework)
 - follow instructions the first time given
 - stick to the seating plan unless instructed otherwise by the teacher

- only leave their seat with permission
- only leave the classroom with permission and with a note in their diary
- listen when the teacher is talking and listen to each other's contributions
- put their hand up if they want to say something, unless directed otherwise
- not eat or chew and only drink water
- stand in silence behind the desk at the end of the lesson, wearing full uniform, including the school blazer, waiting to be dismissed

7.3 Rules and routines will be established at the start of the year and applied consistently by all members of staff. Staff will dismiss students in a timely manner, and move them swiftly towards their next lesson, in line with the agreed direction of travel around the building.

7.4 All new staff will receive behaviour management training, including assertive discipline techniques and the language of choice. Teachers will adapt their approach as appropriate.

7.5 When a student disrupts learning, including by breaking the rules and routines in section 7.2, they will be sanctioned as follows. There will be no 'pre-warnings':

7.5.1 First Warning:

The teacher will inform the student that they have a First Warning (FW), write their name on the board and record the warning on SIMS. It is hoped that the FW will serve to stop poor behaviour.

7.5.2 Second Warning:

If the student persists in inappropriate behaviour following a FW, the teacher will inform the student that they have Second Warning, mark a tick next to the student's name on the board and record it on SIMS. The teacher will:

- (a) set a 45 minute detention run in the relevant faculty / department:
 - (i) If the student misses or is late to this detention, or misbehaves during it (in accordance with the Warning System), they will incur a Senior Leadership Detention. These take place after school for 60 minutes and are run by a member of SLT.
 - (ii) If the student misses or is late to their SLT detention, or misbehaves at any time during it, they will be internally excluded for 3 periods the next day.
- (b) inform the student of the date and time of the detention (this shall constitute notice having been given). The student shall record the date and time in their diary.
- (c) inform the parent / carer of the incident by emailing them a Reflection Form to be completed by the student and parent/carer the same evening and returned to the School.

7.5.3 Student is sent to the Referral Room:

If the student still persists in inappropriate behaviour following a Second Warning, the teacher will inform the student that they have a Third Warning and that they must go to the Referral Room:

(i) The student will have three minutes to get to the Referral Room from the moment they are sent. Where possible, the teacher will email the Referral Room with the details of the incident to go in the email below.

(ii) The student will spend half of a school day (three periods, including any breaks) in the Referral Room, working in silence on work provided by their teachers. Lunch shall count as one period.

(iii) Parents/carers will be informed of this incident by email. It is hoped that this will take place at the end of the same day.

(iv) The student will complete a Personal Reflection Form whilst in the Referral Room.

(v) At the first break (break time / lunch / after-school) following the student's first arrival in the Referral Room, the teacher who referred the student will have the opportunity to attend the Referral Room, where they can review the student's Personal Reflection Form, and discuss the incident with the student to achieve reconciliation. This conversation will also give the student the chance to identify any support they would like to ensure that the situation does not arise again. If the teacher is not able to attend at this time due to other commitments, the teacher will meet with the student for this purpose by the end of the next working day.

(vi) If the student refuses to attend the Referral Room or fails to follow its rules when there (in accordance with the Warning System), they will receive a Fixed Term Exclusion (FTE) for the rest of that day and the whole of the next day. Parents/carers will be notified that their child is being sent home, and that they need to make suitable arrangements for their care and supervision as soon as possible. The FTE will be applied in line with the School's Exclusions Policy.

7.6 Some incidents of rule breaking or poor behaviour may warrant detention or referral or FTE without every step of the procedure in this section being followed. See the section on Red Lines below.

8. Behaviour in school - outside the classroom

8.1 Students are expected to be in the right place at the right time, doing the right thing, according to the school timetable and planned activities. Included in our expectations are the following:

- Students should move quickly and sensibly without stopping in between lessons. They should follow the directions indicated by signs around the school and the guidance in 'Moving the Marylebone Way'
- Voices must be kept at a quiet volume and appropriate language must be used
- Staff instructions during break and lunch must be followed the first time

8.2 The types of behaviour that may incur a Key Stage Detention (KSD) include the following:

- Lateness to form
- Littering

- Chewing gum
- Incorrect uniform
- Intentionally being in the wrong place /using the wrong staircase
- Intimidating (group) behaviour
- Excessive noise
- Dangerous behaviour
- Warnings in form time or church
- Missing a rota or form responsibility
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This list is not exhaustive.

- 8.3 KSDs are 30 minutes and run by members of the pastoral team. Students are informed at the time of the infringement, their parents / carers are emailed, and their names appear on a board in the courtyard outside reception at lunchtime of the day of the detention.
- 8.4 If a student misses a KSD, is late to a KSD, or fails to follow the rules of the KSD, they will be given an SLT detention. If they miss this SLT detention, they will be internally excluded for three periods of the next school day.

9. Repeated incidents of poor behaviour

- 9.1 A student who accrues multiple warnings or concerns may be placed on report by their Head of Year. The report system works as follows:

9.1.1 In the first instance, the student will either report to their tutor(s) or their Head of Year. This will be a two-week report with up to three targets that will be agreed with the student and their parents/carers. Every lesson and form time, the student receives ticks or crosses on the report next to the agreed targets. The student will pass the report if they get no more than 4 crosses during the two-week period.

9.1.2 If the student receives 5 or more crosses in their Tutor/Head of Year report, the report will be ended, the student will incur an SLT detention, and the parents/carers will attend a Behaviour Panel at which the student will be placed on report to a Senior Leader. This report will take the same format as the Tutor/Head of Year report.

9.1.3 If the student receives 5 or more crosses in their Senior Leader report, the report will be ended, the student will incur an SLT detention, and the parents/carers will attend a Governors' Panel where the student will be placed on a Governors' Report (Pastoral Support Plan (PSP)). This involves targeted pastoral and family support for the student (more information about PSPs can be provided on request).

- 9.2 If a student is sent to the Referral Room or excluded (whether internally or externally) for a fourth time in an academic year, they will be placed on Tutor/Head of Year report and banned from attending trips for the rest of that academic year. Students may earn this privilege back at the discretion of their Head of Year, by showing exemplary or hugely improved behaviour for the rest of the relevant academic year.

- 9.3 If a student is sent to the Referral Room or excluded (whether internally or externally) for a fifth time in an academic year, they will be placed on SLT report and given a one-day Fixed Term Exclusion for the next school day (having spent the rest of the day in the Referral Room).
- 9.4 If a student is sent to the Referral Room or excluded (whether internally or externally) for a sixth time in an academic year, they will be placed on PSP/Governors' report and given a two-day Fixed Term Exclusion starting the next school day (having spent the rest of the day in the Referral Room).
- 9.5 If a student is sent to the Referral Room or excluded (whether internally or externally) for a seventh time in an academic year, then a meeting of appropriate members of SLT will be convened as soon as possible at which the appropriate sanction and support will be decided upon. Appropriate responses could include:
- a Fixed Term Exclusion for three or more days
 - a placement at the Westminster Education Centre
 - a managed move to another mainstream or alternative setting under the Westminster managed-move protocol; or
 - permanent exclusion
- 9.6 A Fixed Term Exclusion incurred for a one-off incident can, at the School's discretion, lead to students entering the reporting cycle at either the level of 9.2, 9.3 or 9.4 above.
- 9.7 All exclusions will be implemented in line with the School's Exclusions Policy.

10. Serious breaches of discipline

- 10.1 The School has identified 'red lines' that will always lead to a Fixed Term Exclusion. More serious or multiple incidents will lead to permanent exclusion. These red lines include:
- Refusal to go the Referral Room when sent by a member of staff
 - Failure to meet the expectations of the Referral Room when in there
 - Swearing or aggressive/intimidating behaviour towards a member of staff
 - Damaging school property
 - Violence, dangerous behaviour or fighting
 - Possession or use of illegal drugs or new psychoactive substance / legal highs
 - Bringing an offensive weapon, including a knife or blade, into school
 - Bringing pepper spray, tear gas or any similar substance into school
- 10.2 Other behaviours are serious enough to lead to a Fixed Term Exclusion, but may, at the School's discretion, be dealt with by an internal exclusion in the Referral Room. These include:
- Defying a member of staff by walking away from them when spoken to
 - Bringing the school into disrepute, including for behaviour outside of school
 - Bullying, including cyber-bullying. This may include making / posting offensive / abusive / mocking comments or pictures of, or directed at, other students or people.
 - The use of discriminatory, racist or otherwise prejudiced language
 - Smoking or vaping on-site, on a school trip or in school uniform

- Possession of alcohol or drinking alcohol on-site, on a school trip or in school uniform (see Appendix 1)
- Refusal to wear uniform provided
- Refusal to hand over an item, including a phone, over to a teacher

11. Ambassadors for the School

11.1 This policy reflects the School's expectation that students will be the best stewards and ambassadors for the School. Students will be held accountable for (in particular) their adherence to the following rules:

- Walk sensibly around and between school sites
- Respect others: do not gather in groups of more than 5, use inappropriate language or physical contact and do not raise voices above talking volume
- Be polite, courteous and kind
- Respect the property of others
- Greet teachers and visitors politely

11.2 The School may sanction students for serious breaches of discipline even where it takes place out of the school grounds, or out of school time. This recognises that once they join our roll, all students are ambassadors for the School and are required to behave accordingly at all times. Such instances will be considered on a case-by-case basis, according to the available evidence and seriousness of the situation.

12. The behaviour for learning centre

12.1 A student who is continually exhibiting poor behaviour or is having difficulty attending school/lessons or concentrating in lessons, may be referred to the BLC by the appropriate Head of Year.

12.2 The procedure is as outlined below:

- (i) The student could spend an agreed period at the BLC, attending identified lessons for a set period of time.
- (ii) A phased reintroduction to lessons will take place.
- (iii) On leaving the BLC programme the student may be placed on a Pastoral Support Plan (PSP).
- (iv) On return from FTE a student may spend an agreed period of time in the BLC.
- (v) The BLC may be used to support students' reintegration back into school.
- (vi) The BLC can be used for short-term respite, where a student is facing emotional challenges. It may also be used for tutorials and for behaviour improvement courses such as Behaviour for Learning, Anger Management, Positive behaviour and Communication skills.

This policy is available on request and will appear on the School's website.

Appendix 1

Drugs, alcohol, other banned substances and items

Students must not bring the following to school, or into any school activity off-site, at any time, for any reason:

- cigarettes or e-cigarettes /vapes or any related paraphernalia such as lighters
- illegal drugs or paraphernalia
- New psychoactive substances / legal highs
- weapons, or anything that could be used as a weapon
- knives or blades of any kind
- pepper spray, tear gas or any similar substance

Students must not, at any time, for any reason:

- drink alcohol on the school site or when involved in any school activity off-site
- take illegal drugs or legal highs on the school site or when involved in any school activity off-site
- come to school having drunk alcohol or taken illegal drugs or legal highs before arrival
- carry drugs, alcohol, illegal substances or items into school for another person
- encourage or coerce any other student to do any of the above
- bring the School into disrepute by participating in any of the above

There are serious and irreversible consequences for any student who breaks these rules. This includes the possibility of permanent exclusion, police involvement and a criminal record.

Students will not be punished for seeking help for themselves or someone else involved with alcohol or drugs. Support is available and students are encouraged to speak to any adult in school.