

## Behaviour for Learning

This document has been written in conjunction with the Hull Collaborative Academy Trust Behaviour Policy which can be found on the college website <https://www.themarvellcollege.com/uploads/files/Behaviour2020-V1.pdf>

The Marvell College is school which knows its students well: an inclusive, supportive and vibrant environment where students are at the centre of everything we do. Our values of Ambition, Respect and Courage underpin our vision for an excellent education where students leave the college with the skills and qualifications which give them the choices they need as well as the confidence to make the right decisions when they need to. We believe our students can be *“as good as anyone anywhere”*. As a school we pride ourselves on the quality of teaching and learning and the fact staff go the *“extra mile”* to ensure the needs of all learners are met. We seek to nurture aspiration and promote excellence in all our students, driven by the belief that *“your present circumstances don’t determine where you can go, merely where you start”*.

We believe the foundation to success is hard work and we have the highest expectations for every member of our school community, each and every day. Every young person in our care has the responsibility for making the Marvell College a great environment and we want all our students to use their time with us to prepare themselves fully to for their journey beyond school.

Our school values of Ambition, Respect and Courage underpin everything we do:

- **Ambition** – Success is a journey not a destination, we focus on controlling the controllables and being the *“best me I can be”*.
- **Respect** – We treat others as we would like to be treated. We always follow instructions: first time, every time.
- **Courage** – We do the right thing because it is the right thing to do (especially when the right thing is difficult), mistakes are learning opportunities and we never give up on our learning.

Consistency is key to success. At The Marvell College our daily practice is not only supported by our school values but also our learning routines. Consistent routines help students form positive habits which result in excellent learning and progress:

- Start of lesson – students enter the room in an orderly fashion; they place their planner, pencil case and any specialist equipment on their desk. They then open their book, copy down the lesson title and date from the white board and begin the starter activity.
- Starter Activity – each lesson will begin with a silent starter which focuses on knowledge retrieval or links to the lesson, whilst this is being completed the register will be taken. We expect a polite and respectful responsible response to the register *“Yes Miss / Sir, or Morning / Afternoon Miss / Sir”*
- Active listening/learning – we expect students to be actively engaged in the lesson, this means they are focusing on the teacher, listening attentively and contributing where appropriate
- Question and Answer – all students are expected to contribute to the lesson, not answering is not ok, it is ok to try and get the answer wrong, we encourage all students to have a go.
- The Marvell Learning Plan – lessons will be planned and follow the Marvell Learning Cycle. This allows students to listen, learn, explore and apply what they have learnt. Independent Learning should be conducted in silence.

From the first day at The Marvell College, students are expected to demonstrate our school values of Ambition, Respect and Courage both in and out of school.

We understand the challenges some of our students face outside the college but our expectation is that they meet our standards each day so they can achieve their potential. We do not let them use their circumstance as an excuse. Whilst we appreciate that at times and in certain circumstances this may be challenging, we still expect this to happen 100% of the time. If our expectations are met, this will be recognised through praise and the use of ARC points. Where students fall short of expectations a consequence point will be issued. Consequence points can be issued both in and out of lessons, it is the responsibility of the member of staff to record points using Go4Schools.

## Aims

- To have the highest expectations of student behaviour and attendance so that every student can achieve their full potential.
- To ensure that every student develops into a well-rounded person, equipped and confident to deal with the rigours of the wider world.
- To recognise, realise and celebrate the potential of all students, thus prompting high self-esteem, high expectations and the ability to become economically successful.
- To create an environment in which students are enabled to become mature, self-disciplined and inquisitive, accepting responsibility for their own actions.
- To form an active partnership with parents and carers to support the learning of their children and to support them during any period of difficulty.

These aims are supported and implemented by regular staff professional development, close parental and community links, a comprehensive PSHE programme, assemblies and a structured tutor time which both celebrates success but challenges failures to meet expectation.

## Recognition

We want students to be motivated by the intrinsic value of being the best version of themselves *“the best me I can be”*; however, we are committed to acknowledging students for developing good learning habits. Therefore, we have a reward and recognition system consisting of?

- Verbal recognition and pride/ARC points
- Postcards
- Good News Friday slips
- Rewards – certificates/vouchers/breakfasts
- Reward 2 and Reward 3 certificates
- Friday phone calls

## Equipment

Students are expected to bring the following to school:

- 2 black pens
- 2 green pens
- 1 pencil
- Pencil sharpener
- Ruler
- Rubber
- Reading book
- Calculator
- Face covering (covid status dependant)

Form tutors to check each morning that all students have their equipment ready for period 1.

## Our Schools Values are Everything! What we do

School Value	Classroom Rules – HABITS FOR GREAT LEARNING	Whole School Rules – HABITS FOR GREAT LEARNING
Ambition	<ul style="list-style-type: none"> <li>▪ Work to the best of your ability at all times; take pride in your written and spoken responses</li> <li>▪ Demonstrate a desire to learn</li> <li>▪ Ask yourself how you can be better</li> <li>▪ How will you apply what you have learnt?</li> <li>▪ Spend time on furthering your subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Try to be the <i>“best me I can be”</i></li> <li>▪ Respond positively to challenge</li> <li>▪ Comply with the uniform policy</li> <li>▪ Role model the behaviours we all expect</li> <li>▪ Be ambitious for your future</li> <li>▪ Walk purposefully</li> </ul>

Courage	<ul style="list-style-type: none"> <li>▪ Be honest and take responsibility when you get it wrong</li> <li>▪ Show sensitivity when difficult topics or situations arise</li> <li>▪ Accept other people's difference</li> <li>▪ Respond positively to critique</li> <li>▪ When it's hard stick at it and ask for help</li> <li>▪ Don't be afraid to fail</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aim for no less than 98% attendance</li> <li>▪ Get involved in the Marvell Community – extra-curricular</li> <li>▪ Make a positive contribution to your school</li> <li>▪ Resolve differences calmly</li> <li>▪ Remember where you are – no swearing, chewing or physical contact</li> <li>▪ Never bring anything dangerous or illegal into our college</li> </ul>
Respect	<ul style="list-style-type: none"> <li>▪ Follow staff instruction, first time, every time</li> <li>▪ Track the speaker and show interest in lessons</li> <li>▪ Look after our college and everything in it</li> <li>▪ Respect everyone's right to learn</li> <li>▪ Respect everyone's right to contribute</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be polite and kind</li> <li>▪ Follow staff instruction, first time, every time</li> <li>▪ Respect people physical space</li> <li>▪ Bullying and violence are never acceptable</li> <li>▪ Keep the college clean and safe</li> <li>▪ Make a positive contribution to the ethos and reputation of the college</li> <li>▪ Be proud of yourself and to be part of The Marvell College</li> </ul>

Students are required to bring a school bag every day. School bags will be used to carry equipment, reading book, school planner, packed lunch if applicable and PE kit on PE days. Items that are not permitted in the college are chewing gum, unhealthy snacks, energy drinks, jewellery (watches may be worn, mobile phones are not permitted in the college (this includes smart watches, tablets or other electronic devices). If parents/carers want their child to bring their phone to school for safety reasons, they must be switched off before the students enter the school building and kept in school bags (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone, it will be confiscated, and a note recorded in the planner. In the first instance the phone will be handed back to the student at the end of the day, further incidents will require a parent/carers to collect the phone from school.

Weapons of any type including fakes/replicas, contraband (tobacco, legal or illegal narcotics) or materials of a sexual/graphic nature are not permitted. Please note that this is not an exhaustive list and college staff reserve the right to make professional judgements about what is and is not appropriate to be brought onto the college site.

## Consequences

When a student disrupts learning or behaves inappropriately within the college there are consequences for those actions. The level of consequence relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to all students.

The College may use the following sanctions:

- Verbal reminders
- Notes in planner
- Phone call home
- Detentions – break time, lunchtime or after school
- Removal/confiscation of items
- Not allowing attendance at an event, activity or trip
- Internal Exclusion – Reflection
- External Exclusion – Suspension
- Directing Education elsewhere to an alternative provision or through a managed move
- Permanent Exclusion

## **Overview of how behaviour is managed on a day-by-day basis**

We aim to provide the best possible education and opportunities for each student at The Marvell College.

We aim to foster the development of the whole person, in a disciplined and ordered working environment which is secure and caring, and within which each student can aim for excellence.

- We seek to create a positive, happy atmosphere, in which students are able to take pride in their achievements, and in which students and staff work together with mutual respect, courtesy and consideration for others.
- We believe in a curriculum which engenders a love of learning and the excitement of discovery, and which, while being broad enough to meet and respond to individual need, develops the academic potential of each student to the full.
- We seek to develop and maintain a close partnership between students, parents and staff, and positive working relationships with our partners in education, the world of work and the wider community.
- We are an inclusive school that embraces the differences in people.
- We seek to support the most vulnerable and to understand the causes of behaviour, in order to support the student and their family in managing these.

We aim to create a school community in which students are known and cared for as individuals, and within which they can fulfil their potential as they grow towards adulthood and prepare for its opportunities and responsibilities. We seek high standards in all aspects of school life.

## **How do we achieve this? – clear expectations and consistency**

- We are explicit about the standards and expectations of all staff and students. These are explained in the School Values table above.
- We are consistent in how all aspects of the school is run (including form times, lessons and break- times), so students must make a conscience choice to not meet the high standards expected of all members of the school community.
- Students understand that the school is working for their benefit and others and that any conduct that stops others from achieving or brings the name of the school into disrepute will not be tolerated
- Students are clear how their efforts (including the simple compliance of the 'School Values' and working beyond expectations) will be recognised and rewarded
- Students are clear about the consequences, when they fail to follow the schools 'School Values' and fail to live up to the high standards expected of all members of the school community.

## **Implementation**

Some students will need extra support and systems beyond creating a positive climate for learning and this is where this behaviour policy is designed to provide both support to the students but also to our staff.

## **Incidents - Stage 1: Prevention Minor (Promoting Positive Behaviour for Learning)**

We prevent poor behaviour by being consistent and establishing a calm, focused, productive working atmosphere with proactive behaviour management. We ensure that we:

1. Set high expectations in all aspects of our own and students conduct.
2. We are clear about expectations and remind students and staff regularly about what and how we should all conduct ourselves.
3. Create a positive climate for learning by using our rewards system as explained below:

## Rewards and recognition: creating a positive climate for learning

At The Marvell College, we aim to create a positive and motivating atmosphere, within which students can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, students will work harder and take more pride in themselves and their community.

In order to promote this aim and to create a positive school community the whole school rewards policy is in place to achieve the following purpose and principles.

### Purpose

- To promote a positive ethos through a culture of praise.
- To motivate and encourage students.
- To develop self-confidence, self-esteem and leads to further personal development.
- To recognise students' effort and achievement.
- To recognise and reward students' contribution and commitment to the school.
- To develop and foster positive working relationships between students, staff and parents.

### Principles

- Equitable and inclusive.
- Fair and consistently applied.
- Easy to use and understood by all.

It is important that good work, effort and behaviour are recognised and rewarded whenever possible. The vast majority of our students are well behaved and try to reach the levels of which they are capable. It follows from this that the number of students receiving recognition and reward should always be far greater than the number receiving sanctions.

Almost all students respond to regular praise and encouragement. They like to know they are doing well. Praise, encouragement and reward can take many forms –

- Specific, targeted verbal praise – "Well done for..." "Excellent! Really done x well" whenever good work, good effort or good behaviour is displayed. Use verbal praise as a constant feature of lesson to promote a positive climate for learning.
- With some students, praise can be used to motivate and engage when they meet expectations.
- Verbal praise is also used outside the classroom to build relationships and reinforce positive behaviour such as holding doors and other courteous behaviour.
- Positive communication with parents
- Written praise – positive approval and recognition through a written note or comment in exercise books etc. Use written praise as often as possible in line with whole school and department marking policies.
- Positive comments in planners – for all students.
- Staff should also strengthen the climate for learning by frequently phoning home and reinforcing positive praise with parents/carers through Parent Pledges
- PRIDE/ARC Points – We have two systems to award positive points, the use of a stamp in planners provides a positive act which recognises good behaviour/attitude, this is then followed up in form time with the collation of points onto the Go4Schools system. Students going 'above and beyond' in lesson will be awarded accordingly with R2 points from class teachers, and this could lead to further recognition from HOD / HOY / SLT.
- Display – make full use of display boards in classrooms and corridors to display good work. Younger students and older students alike take a pride in seeing their work on display, and this acts as an incentive to produce work of a high standard.
- Showing of work – bring particularly good pieces of work to the attention of the Subject Leader / Head of Department / Form Tutor / Head of Year / senior staff / Headteacher to give appropriate praise.

- Postcards and certificates are to be sent for excellent work, attitude or an accumulation of PRIDE/ARC points – e.g. postcards sent home; certificates presented in Assembly.
- Letters of Commendation and Special Commendations – these follow Year Reviews to parents of students who are doing particularly well.
- Prizes – awarded at Presentation events as public recognition of sustained achievement, progress, or all-round contribution to the life of the school.

### Minor Incidents - Stage 2: Reinforcement

This stage is all about ensuring the student respect staff and follows their instructions. This is not about sanctions.

This includes:

Stage	NOTES/ACTION
<b>Proactive Classroom Management techniques</b>	These include use of seating plans, amending seating plans, praise, rewards, and further differentiation.
<b>C1 - Verbal warning</b>	Teacher to give a clear, formal warning with the reason for the C1 warning made explicit. Proactive classroom management techniques and further differentiation should be implemented at this time, including reminder for the student of their best conduct!
<b>C2 - Second warning</b>	Student is informed that they have received a C2 warning and the reason why. They are given the opportunity to correct this behaviour. It is expected at this stage that the teacher would implement strategies to avoid further disruption by attempting to prevent the behaviour from continuing, e.g. positive reinforcement of past positive effort / engagement. All C2 warnings must be recorded on G4S by the teacher by the end of the lesson.
<b>Yellow card - removal to year office</b>	Students who continue to disrupt lessons will be removed from the classroom. The student leaves the lesson and attends the year office. The removal will be recorded by the teacher on Go4Schools. The teacher must then amend the incident log by adding full details and the action taken. The member of staff on duty will receive an alert to inform them a student will be attending in the next 5 minutes. Parents will be informed by the year team. Students will receive a 30 minute after school detention the following day. Refusal to attend this detention will lead to further sanctions. Teachers must ensure restorative meeting is completed in the after school detention between the teacher and student. If the teacher is teaching the student before their detention, the teacher must make every effort to speak to the child and rebuild before the following lesson.

### Stage 3: Pastoral / SLT Referral

At this stage staff might need some support in dealing with a student. Staff might send the student to the year team office or require Pastoral / SLT support. They will record the incident on Go4Schools.

Where poor behaviour is identified, a student will be reminded of our expectations.

A range of sanctions will be used:

- reminder of expectations
- repeating work
- extra work
- completing an appropriate task

- interruption of privileges at break or lunchtime
- detention after school
- referral to Head of Year or Senior Leader
- being placed on report
- school community service
- formal consultation with parents
- restriction of movement
- working in the Reflection Room

<b>SLT support / Reflection room</b>	Following a request for SLT support students will be expected to spend the rest of the day in the Reflection room. Offences that are more serious could lead to a suspension or in extreme circumstances a permanent exclusion.  Please refer to 'Reflection Room Protocol' for planned stays in Reflection.
<b>Removal from Reflection</b>	The first time a student is removed from Reflection due to poor conduct they will be given a chance to repeat the day. Should they fail a second day this will result in a suspension.
It is expected that all students who disrupt learning will go through this system. This should include students whose behaviour for learning is inconsistent/serious concern as, unchallenged, the student will underachieve. Where possible, Reflection will be planned and as such work will be created by the class teacher and should be emailed to the student / set on Teams / sent to year team (need to think about this)	

In rare, more extreme cases, the following sanctions may be used at the discretion of the Senior Leadership Team:

- withdrawal from lesson / lessons
- internal suspension in the Reflection room
- suspension (please see our exclusions policy)
- permanent exclusion (please see our exclusions policy)

#### Major Incidents - Stage 4

Some incidents will require further support from the pastoral team. At this stage staff may need to seek support from the students Head of Year or a member of the pastoral team. These incidents could include:

- A serious one-off incident.
- Continued disruption and refusal to follow reasonable instruction.
- It is an issue that you do not feel comfortable dealing with.

In rare, more extreme cases, the following sanctions may be used:

- withdrawal from lesson / lessons
- internal suspension in the Reflection room
- suspension (please see our exclusions policy)
- Managed Move
- permanent exclusion (please see our exclusions policy)

#### Serious Incident Protocol

When a serious incident has occurred at the college, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents / carers will always be informed when we are dealing with a serious incident. At times, we may need to isolate students during the investigation. When we have completed our investigation parents will be asked to attend the college to discuss the incident and possible ways of resolving the situation.

A one-off serious incident or an accumulation of serious incidents may lead to permanent exclusion.

Serious offences, such as extreme violence, premeditated violence, sexual assault, the possession, use or supply of illegal substances or alcohol or the possession or use of an offensive weapon, will not be tolerated by the college and will lead to serious sanctions up to and including permanent exclusion for the individual or group involved in such actions. In the event of a permanent exclusion, the students' record of behaviour will also be taken into consideration. Students who repeatedly fail to follow the behaviour for learning policy despite high levels of support and parental engagement will be subject to more serious consequences up to and including permanent exclusion.

### **Power to Search** ('Searching, screening and confiscation', DfE January 2018)

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.



## Appendices

### Stage 2 Consequences Ladder

CONSEQUENCES	Ambition ~	Respect ~	Courage
<b>C1 = 1<sup>st</sup> warning (verbal)</b>			
<p><i>Poor attitude to learning / disruptive behaviour, including the following behaviours:</i></p>	<p><b>C1 behaviours</b></p> <ul style="list-style-type: none"> <li>-Limited contribution to group discussion when prompted</li> <li>-Shouting out without hand raised</li> <li>-Talking over the teacher</li> <li>-Slow to start at the beginning of lesson</li> <li>-Talking whilst teacher is talking</li> <li>-Not focused in lesson activity</li> <li>-Answering the teacher back</li> <li>-Out of seat</li> <li>-Seeking attention of others unnecessarily</li> <li>-Inappropriate/ offensive language towards students</li> </ul>	<ul style="list-style-type: none"> <li>-Graffiti on exercise books/ planner</li> <li>-Littering</li> <li>-Eating/ drinking in lessons (water permitted)</li> <li>-Inappropriate use of college facilities</li> <li>-Unsafe physical conduct</li> <li>-Hands on behaviour</li> </ul>	<p><b>Tutor time only</b></p> <ul style="list-style-type: none"> <li>-Planner not signed</li> </ul>
<b>C2 = 2<sup>nd</sup> warning, -1 point</b>			
<p><b>Curriculum escalation:</b></p> <ul style="list-style-type: none"> <li>-Poor attitude to learning (following C1)</li> <li>-Disruptive behaviour (following C1)</li> <li><i>I.e. A repeat or new C1 behaviour</i></li> </ul>	<p><b>Out of class Logged as C2 explicitly, not curriculum esc.</b></p> <ul style="list-style-type: none"> <li>-Inappropriate/ offensive language amongst or towards students</li> <li>-Littering</li> <li>-Hands on behaviour</li> <li>-Slow to move to lesson</li> <li>-Caught in an out of bounds area</li> </ul>	<ul style="list-style-type: none"> <li>-Incorrect uniform (including: earrings, rings, bracelets, excessive makeup, jumpers tucked in, blazer sleeves, skinny trousers, trainers, no blazer, any other uniform breaches)</li> <li>-Persistent incomplete kit (including: planner, pen, PE kit) – TUTOR OR PE STAFF ONLY)</li> </ul>	
<b>YELLOW CARD / C3 = -5 points</b>			
<p><b>Curriculum escalation:</b></p> <ul style="list-style-type: none"> <li>-Poor attitude to learning (following C1)</li> <li>-Disruptive behaviour (following C1)</li> <li><i>I.e. Repeating C1 behaviours</i></li> </ul>	<p><b>In class or out of class</b></p> <ul style="list-style-type: none"> <li>-Use of a mobile phone/device (must be handed in)</li> <li>-Threatening behaviours towards students</li> </ul>	<ul style="list-style-type: none"> <li>-Walking away from a member of staff</li> <li>-Persistent lateness (pastoral team)</li> <li>-C3 pending (pastoral / SLT referral)</li> </ul>	
<b>PASTORAL / SLT REFERRAL = -10 points</b>			
<p><b>Isolated incidents:</b></p> <ul style="list-style-type: none"> <li>-x2 YC in one day</li> <li>-Refusal to follow SLT Instructions</li> <li>-Foul and abusive language towards staff</li> <li>-Threatening behaviour towards staff</li> </ul>	<ul style="list-style-type: none"> <li>-Not being where you are supposed to be in a timely manner.</li> <li>-Bullying – 2<sup>nd</sup> occurrence</li> <li>-Discriminatory behaviours (racial/ religious/ sexual/ gender)</li> </ul>	<ul style="list-style-type: none"> <li>-Fighting (engaging in/ inciting/ being an accessory)</li> <li>-Smoking / vaping</li> <li>-Refusal to hand over mobile phone</li> </ul>	
<p><b>Growing concerns regarding behaviour and relationships, including:</b></p> <ul style="list-style-type: none"> <li>-Persistent breaches of the college rules</li> <li>e.g. Spike in behaviour points due to behaviours above</li> </ul>			
<p><b>Any other breach of the college rules that is deemed dangerous, serious, brings the college into disrepute, or is deemed to put the health, safety or good order of students, staff or the school at risk.</b></p>			
<p><b>EXCLUSION = -20 points + exclusion (fixed term) N.B. may result in permanent exclusion or alternative provision</b></p>			
<p><b>Serious concerns</b> regarding behaviour and relationships, including:</p> <ul style="list-style-type: none"> <li>-A serious breach of the college rules</li> <li>-Persistent breaches of the college rules, including persistent refusal to follow SLT instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Threatening language or behaviour towards staff, including harassment</li> <li>-<b>Criminal behaviour</b>, including:</li> <li>-Theft/ drug use or supply/ possession of dangerous weapon; bringing a banned or prohibited item into school</li> </ul>	<ul style="list-style-type: none"> <li>-Serious assault</li> <li>-Misuse of fire alarm -Vandalism</li> <li>-Inciting hate/extremism</li> <li>-Bringing the college name into disrepute, inclusive of social media</li> </ul>	
<p><b>Any other breach of the college rules that is deemed dangerous, serious, brings the college into disrepute, or is deemed to put the health, safety or good order of students, staff or the school at risk.</b></p>			

## **Reflection Room Protocol**

The Reflection room will be used as a sanction when a student's poor conduct has led to a pastoral / SLT referral, either where there is a serious one-off incident, or where there are growing concerns regarding behaviour and relationships, with such severity that means a student needs to be reprimanded away from other students. In most cases, the reflection room will be pre-planned, with parents informed, and work collected before the day of Reflection.

Time spent in the Reflection room will be determined by senior staff, and will be part of a wider plan to avoid suspension, whilst ensuring students are held to account. In most cases, following suspension, the Reflection room will be used for a period of re-integration before students return to timetabled lessons; failure to successfully re-integrate may result in a further suspension and a fresh start in reflection the following day.