



THE  
**MARVELL**  
COLLEGE

## Behaviour & Rewards Policy

**Designated Teacher:** Headteacher

**Reviewed by:** Governors PDBW Committee

**Review Date:** September 2019

## **SECTION I - INTRODUCTION**

- 1.1. This document sets out the framework of the college's approach to encouraging good behaviour known as 'Restorative Behaviour' which is underpinned by Restorative Practice, our values of P.R.I.D.E (Polite, Restorative, Inclusive, Determined, Excellence Everywhere) and the principles of *clarity, consistency, challenge and support*.
- 1.2. The policy was revised following analysis of behaviour and attendance data from the Autumn term 2016 and takes into account the views of staff and students. During the review process many frank, candid and constructive discussions have taken place. We have looked at the social and emotional difficulties that many of our children face and how, by using Restorative Behaviour, we can have a positive impact.
- 1.3. The policy seeks to build upon existing good practice whilst addressing identified areas of weakness and takes into account effective practice from other similar schools.
- 1.4. It is intended that the policy ensures *clarity* with explicit expectations, rules, rewards, sanctions and procedures. This will help to ensure a shared understanding and *consistency* in the application of the policy, which is fundamental to ensuring that it leads to positive impact within and beyond the College.
- 1.5. Without doubt, the essential prerequisite from all staff to ensure the success of the policy is an understanding and commitment to operate within the agreed framework for rewards and consequences.
- 1.6. The principle of *challenge* will ensure that agreed rules are upheld and failure to comply leads to consequences. This principle promotes the fundamental British value of the rule of law and is viewed by college leaders as essential in a community where reported crime statistics are higher than the national average. (<https://www.gov.uk/government/collections/crime-statistics>)
- 1.7. If the system is to continue to be successful the following must be understood by all concerned. When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency. However, Pastoral Leaders reserve the right to make the reasonable adjustments to ensure some degree of flexibility to meet the specific needs of some children.
- 1.8. Once the sanction has taken place it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility. When stages 1-3 do not work, we need to liaise with HOY and HOD to engage students in purposeful learning.

- 1.9. High *support* ensures that the policy is inclusive and children are given the help that they need to reflect upon their behaviour, consider the impact it has on others and make positive changes. Consequences are not punitive, but an essential opportunity to help children learn and progress socially and academically.
- 1.10. All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. TAs and non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so. All staff must remember that every misbehaviour is an opportunity for learning whilst also acknowledging that learning will come, often through the repetition of a process, a number of times.
- 1.11. Senior pastoral staff meet regularly to monitor the effective implementation of the Behaviour Policy on the personal development, behaviour and welfare (PDBW) of children within the College.
- 1.12. Members of staff who 'opt out' of the agreed framework should be prepared to face the consequences. This is likely to include admonishment from a senior member of staff.
- 1.13. Senior members of staff must also look to operate within the framework at all times.
- 1.14. The system must not be allowed to fail. Such failure will be built upon cynicism, professional inertia and apathy and will lead to a deterioration in standards of behaviour.
- 1.15. With enthusiasm, commitment and team-work in its truest sense, there is no doubt that we can create and sustain a civilised, caring and tolerant community.
- 1.16. It is genuinely hoped that our framework for good behaviour will successfully address and improve a number of areas, and result in the uncompromising standards of behaviour that we aspire to alongside a restorative approach.
- 1.17. The process of review and successful implementation of this policy will serve to promote the following fundamental British values: Democracy, Rule of Law, Individual Liberty, Mutual respect for and tolerance of those with different faiths and beliefs.

The framework should be successful in:

- I. providing much greater understanding of the discipline process for children, parents/carers, teachers and governors;
- II. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- III. supporting staff in the classroom. Ensuring that teachers can get on with teaching children

who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption or defiance, making the school a better, safer, restorative environment.

## **REWARDS**

### **2. SECTION VI - The aim of the system is to promote positivity across the school and reward students who behave in a way which promotes their achievement and contributes to a safe, civilised and harmonious school.**

- 2.1. This is an extremely important area. We recognised the importance of designing a rewards framework which encouraged the active and direct involvement of as many teachers and as many students as possible. It was felt to be essential that all students, regardless of ability, gender or age are given the opportunity to operate within the rewards framework.
- 2.2. Central to the philosophy is the right of staff to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

#### **PRIDE POINTS**

- 2.3. The first formal phase of the reward system is what is known as the 'PRIDE POINTS (PP) system'.
- 2.4. Staff will have a selected stamp to be used by all staff members. The chosen stamp will be used to issue PRIDE POINTS to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.
- 2.5. As indicated in the pyramid itself, the awarding of PRIDE POINTS will be based around the Student Planner (from September 2017), however for its initial launch (March 2017) PRIDE POINTS will be collected in a PP weekly collector. The awarding of PP is intended to be both simple and time efficient.
- 2.6. PP can be awarded both within and outside the classroom, offering various opportunities for staff to reward students as and when positive behaviours are displayed.
- 2.7. Each morning if a student attends school on time they will receive an Attendance PP from their Form Tutor. These PPs will also need to be recorded in the appropriate section of the Student Planner/ PP weekly collector. Students can also receive a second PP from their tutor each day for bringing all equipment (planner/ pens/ pencils/ ruler/rubber/PP collector). Therefore a student can receive up to 10 PPs from their tutor each week.
- 2.8. Within the classroom, pupils can receive their first PP for arriving at lessons on time, with all of their correct equipment (and homework) for the lesson. The procedure for this will involve students having their PP weekly collector out and ready before they enter the classroom, staff will issue a stamp on arrival for students arriving at the classroom on time and in a calm and orderly manner.
- 2.9. Students can receive a second stamp for demonstrating positive attitudes to learning during the lesson. This can include working hard, attempting challenging tasks, contributing to the lesson. Teachers should use their professional judgement in deciding whether students deserve their second PP.
- 2.10. The second stamp will be given to students as they leave the classroom and will be given if a student has in most circumstances received one or less reminders and shown a good level of effort towards the work set.

- 2.11. It would be unusual for a student to receive a second PP if they received more than 1 warning in the lesson though teachers have the right to exercise professional judgment.
- 2.12. Each student is able to accrue two PPs from each lesson. In addition to this they can be awarded a maximum of up to one extra point for any of the following;
- Excellent HW
  - Amazing Classwork
  - Helping others (staff / students)
  - Outstanding contribution to class
- The awarding of these PPs should only be given to those students who truly deserve them.
- 2.13. (a) Community PPs are awarded by any member of staff around the school site. These can be logged in the community PRIDE section of the planner. Examples of positive community behaviours are:
- Clearing away the litter of others.
  - Putting chairs under tables.
  - Offering to help staff / students complete a task/ job.
    - Showing concern and kindness to others
    - Reporting a concern that another child may come to harm
- 2.14. PPs can be used against different rewards and end of term rewards trips. A student who attends every day on time, brings all relevant equipment, attends lessons on time and in a calm manner and behaves and produces a good level of work is able to accrue 60 PRIDE POINTS per week. In addition to this some students may receive additional PRIDE POINTS across the school site, it is vital that these are given to students who go above and beyond.
- 2.15. Once a week during form time students will count up their PPs and Tutors will record these on SIMS. Students will count up their PPs during the allocated tutor time. Tutors will then move around the group whilst they complete another activity and check / log the PRIDE POINTS. They will right click on the SIMS register and allocate the correct amount of PRIDE POINTS to each student. Students' PRIDE POINTS will be counted on SIMS and then transferred onto an excel spreadsheet for each form/ year group.
- 2.16. The excel spreadsheet will identify which students reach which certificate milestone. The pastoral team will then request for certificates to be produced for students.
- 2.17. During a normal school year there are 39 weeks and a student who does all of the above can accrue approximately 2340 PRIDE POINTS which is equal to a Chair of Governor's Award. The top award a student can reach in one academic year is the Marvell PRIDE Diamond Award which requires 3000 PRIDE POINTS.
- 2.18. The awarding of PRIDE POINTS is of great significance around the college. As well as being used to reward excellence in terms of classroom and homework performance, they are also used to reward all significant contributions to the academy community. This might include presenting a positive image of the college in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.
- 2.19. Final deadlines for the awarding of PRIDE POINTS for Year 11 will be communicated separately from all other students.
- 2.20. The PRIDE POINTS will, of course, lead to recognition through our system of certificates. PRIDE POINTS will be logged on SIMS and on a weekly basis the total number of points for each student

will be shown on the weekly PP Spreadsheet. A member of the Admin Team will then formulate the creation of certificates that will be awarded in Tutor Time / Assemblies.

## ONGOING CERTIFICATES

2.21. The Certificate levels for PRIDE POINTS are as following:-

PRIDE POINTS	Certificate	Praise phone call
250	Bronze	
500	Silver	
750	Gold Tutor Award	Tutor
1000	Platinum	
1250	Head of Year Award	HOY
1500	Senior Staff Award	Senior Link
1750	Head Teacher Award	Head Teacher
2000	Governors' Award	Governors' Award
2250	Head of Governor's Award	Letter Home from Head of Governor
2500	The Marvell PRIDE Award	
3000	The Marvell PRIDE Diamond Award	Letter from HCAT

## 2.22. Reward Trips and Rewards Activities

During the penultimate week of each half term, the College will run rewards trips/ activities for students who have accrued the required amount of PP. Depending on the length of the half term students will be set a target, any student that reaches or surpasses this target will be eligible for the rewards trip/ activity.

At the end of a half term there will be trips for Y9+10 within the city (bowling/ cinema etc). Year 7 and Year 8 students will be involved in rewards activities in school.

The big rewards trip will take place in October of the next term and will be open to all students who reached the Chair of Governor's Award in the previous year.

## 2.23. Weekly and half termly prize draws

Students who receive 60 PP in a week will be automatically entered into a year team prize draw. The draw will take place in the assembly and the 5 students that are selected will win a small prize (chocolate bar etc).

At the end of each half term there will be a big prize draw for any student that has accrued the target number of PP for that half term. A large prize will be given to the winner of the draw in each year and there will be some runner up prizes too.

## 2.24. POSTCARDS

2.25. Students will receive a departmental 'postcard' which will be sent direct to their home. It will be expected that a number of students from each teaching group will be identified each term. Space will be left for a teacher comment.

2.26. ***Four identified departmental meetings each year must be used to review student progress with the intention of awarding postcards. This should coincide with Data Collection points.***

2.27. It should be noted that SUBJECT AWARDS are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication.

- 2.28. Subject areas are encouraged to create additional reward incentives such as Scientist of the Month and Sports Person of the week.

### **SENIOR TEAM INVOLVEMENT**

- 2.29. A senior member of staff is attached to each year group (Senior Link). During most Monday Reward Sessions, Senior Links will visit different form groups to praise students who have been nominated by their form tutor/ HOY. Clear guidelines as to when students should be referred to the link SLT member will be issued. It is anticipated that no more than two students from a form group will be referred to the SLT link member within one lesson.

### **THE MAJOR AWARDS CEREMONIES: HALF-TERMLY**

- 2.30. At the end of each half term there will be an Award Ceremony for each year group.
- 2.31. Whole college and individual year group displays of achievement of an academic and an extra-curricular nature will be central to the ceremony.

### **3. SECTION II - CLASSROOM RULES**

3.1. In terms of establishing a key set of rules for the classroom and for around the college we recognised the importance of simplicity and clarity.

#### **3.2. Classroom Rules:**

**I. Do as you are asked by staff – first time, every time**

**II. Do not answer back or challenge staff**

**III. Arrive on time, fully equipped and ready to work**

**IV. Listen carefully when the teacher or another person is talking**

**V Always try your best without disturbing others**

**VI Put your hand up and wait for permission to speak**

3.3 Although most of the **Classroom Rules** require no explanation, a clear outline of the thinking behind them might prove useful.

#### **3.4 Rule 1: ‘Do as you are asked by staff – first time, every time’**

3.5 We want all students to understand that there is no compromise regarding this. The idea of following staff instructions is so important that the wording of this had to be absolutely clear. It is a non-negotiable. In short, we want all students to do as they are asked.

#### **3.6 Rule 2: ‘Do not answer back or challenge staff.’**

3.7 All students need to understand that when staff are challenging them or issuing a warning, they do not have the right to answer back or challenge. In a civilised society we listen to others and trust the adults around us to make the right decisions. A key British Value is respect and we expect all students to adhere to this. A student should speak to their HOY if they have any concerns.

#### **3.8 Rule 3: ‘Arrive on time, fully equipped and ready to work for each lesson’**

3.9 We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

#### **3.10 Rule 4: ‘Listen carefully when the teacher or another person is talking’**

3.11 We want all students to recognise that basic good manners and respect are at the root of any civilised society. In order for a classroom to have order and ensure a purposeful learning environment is created, then students should be expected to not only listen but to do this carefully, so that instructions and information do not have to be repeated several times over.

3.12 Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson.



### **3.13 Rule 5: 'Always try your best without disturbing others'**

3.14 We felt that effort, hard work, resilience and perseverance are essential to developing a growth mind-set and over time lead to improved academic performance. We wanted students to understand that we have unflinching high standards and that every student has the right to be able to work to the best of their ability without this being affected by the behaviour of others.

### **3.15 Rule 6: 'Put your hand up and wait for permission to speak'**

3.16 We felt it appropriate that basic manners are adhered to and that students understand that it is the teacher who is in control, so that all lessons may run in an orderly fashion. This rule is specifically related to when the teacher or another student is speaking. Of course, there may be times when this rule does not apply such as group speaking and listening activities or when working in pairs which would be directed by the teacher.

## **4. SECTION III - AROUND THE COLLEGE RULES**

### **4.1. Around the College Rules:**

- I. Do as you are asked by staff – first time, every time**
- II. Be polite and respect the feelings of others; be kind at all times**
- III. Wear your school uniform correctly at all times**
- IV. Eat and drink in the right place at the right time; put litter in the bins**
- V. Walk around school sensibly and quietly: no shouting or running**

### **4.2. Rule 1: 'Do as you are asked by staff-first time, every time'**

4.2.1. As stated above in 3.5, this is so important that absolute clarity is crucial. Students need to understand that no matter who asks them to do something, students do it immediately, without question. This is especially important outside of the classroom, when a student may not have a direct relationship with the adult asking them to follow a specific instruction, but they do what is being asked of them each time and every time, without fail.

### **4.2.2 Rule 2: 'Be polite and respect the feelings of others; be kind at all times'**

4.2.3 If we are to create and sustain a civilised community then students need to be polite to not only staff but to each other too. They must be able to empathise with their peers and demonstrate the ability to self-manage in order to have a positive impact on both students and staff.

### **4.2.4 Rule 3: 'Wear your school uniform correctly at all times;'**

4.2.5 For all student to feel they belong and are a true member of our restorative community then it is essential that uniform is worn correctly and that, as a school, we have high expectations regarding uniform. All staff must challenge the incorrect wearing of uniform and pastoral teams must look to support the most vulnerable students in ensuring they have the correct uniform.

#### 4.2.6 **Rule 4: 'Eat and drink in the right place at the right time; put litter in bins'**

4.2.7 Students are allowed to eat in the canteen, atrium and outside at the back of school before school begins, during break and lunchtime. Students cannot eat in their social areas/break-out areas or on any of the floors. **Fizzy drinks/energy drinks are not allowed in school.** The student response to litter is important: we needed students to take full control of their environment by placing all litter in bins. This is modelled by all staff and it is an absolute given that students put their litter in the bin, put chairs back under tables and clear plates.

#### 4.2.8 **Rule 5: 'Walk around school sensibly and quietly: no shouting or running'**

4.2.9 Students must understand that for the school to operate in a calm and purposeful manner, the way in which they conduct themselves around the college is of the utmost importance. Walking around in a sensible and quiet way whilst following the one-way system is both civilised and safe behaviour.

### **5. SECTION IV - SANCTIONS FOR CLASSROOM BASED MISDEMEANOURS**

5.1. In terms of classroom based sanctions six key phases are identified. It is hoped that the great majority of students will simply choose to spend their time with us operating within the rewards framework.

5.2. It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.

5.3. It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

5.4. Each member of staff must seek to operate within the framework. We as a college cannot tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors at the inconvenience of other staff. In short, we must operate within a logical and well-planned structure. Phases 1-3 are to be used to challenge students who "intentionally" break rules within the classroom. It must be a matter of professional judgement for teachers to promote high expectations for behaviour.

5.5. Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

5.6. For the structure to work it is essential that consistency and some degree of flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

5.7. When a particular misdemeanour takes place, an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency. Phases 1-6 would be applied accordingly.

5.8. Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy; for example, they may feel a restorative meeting will help the child to move on or, to simply draw a line under it would be the most appropriate way of moving this forward, with each child's case being viewed in an

individual sense. This is the key area of flexibility. For classroom based sanctions, when students continue to infringe the rules and regularly hit phase 2 sanction, the teacher should consult with the HOD and HOY to consider further strategies to engage students in the T+L process. **Please see Appendix 3 for further Restorative Practice strategies to be led by the tutor and/or classroom teacher.**

### **PHASE ONE - FIRST WARNING (after settling to work)**

- 5.9. It is anticipated that many students will receive the occasional FIRST WARNING in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion. **Issuing warnings likely places a child on the compass of shame and staff are expected to use affective statements to give clarity on why behaviour was wrong; the impact on self and others and finally why we value the student when they behave well. See Appendix II for examples of affective statements.**
- 5.10. The FIRST WARNING, though not recorded, has two clear purposes:
- To indicate to students that they have done or are doing something which is unacceptable;
  - To form a link to the more serious PHASE TWO - SECOND WARNING if it is required.
- 5.11. It goes without saying that students must clearly understand the fact that they have received each warning and that the words 'FIRST WARNING' must be used by the member of staff.
- 5.12. The FIRST WARNING should not be given as a blanket warning to the full class. There also needs to be a degree of professional judgement and the FIRST WARNING should be issued to students who intentionally choose to break the rules. ***For example, the student who enthusiastically shouts out an answer by accident should not be issued with the FIRST WARNING.***
- 5.13. A similar system will operate within the form time. Students who are late (arriving at the form room after 8.50 a.m. and 1.15 p.m.) will, on the first occasion, receive a VERBAL WARNING. From that point onwards, three lates within a half term will result in a HEAD OF YEAR DETENTION.
- 5.14. Exactly the same system will operate for students who fail to have their Student Planner signed for the required day.

### **PHASE TWO - SECOND WARNING**

- 5.15. A student who continues to behave unacceptably despite being given a FIRST WARNING will move into PHASE TWO and receive a SECOND WARNING. This must be recorded in SIMs to enable HOY a deeper analysis of behaviour data.
- 5.16. Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial FIRST WARNING.

### **PHASE THREE – STUDENT RECEIVES A YELLOW CARD**

- 5.17. Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a FIRST and a SECOND WARNING. Such behaviour will result in the student moving into PHASE THREE.
- 5.18. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups and, through removing the student from the classroom, this should allow for this.
- 5.19. The member of staff on Learning Walk will collect the student and take them to the yellow card room where a detention will be issued and written in their planner.
- 5.20. After the lesson the child will return to their next lesson. The child will receive an after-school detention the following day for 1 hour. If the student does not attend, they will be placed in the SENIOR STAFF DETENTION for 1 and a half hours after school the following Friday.
- 5.21. Students who receive more than one yellow card in the same day will have an extended detention for 1.5 hours the following day.
- 5.22. The first three phases are very much seen as classroom-based strategies.

### **PHASE FOUR – ON-CALL HOLDING**

- 5.23. Holding is to be used for taking statements from students who have been involved in an incident and need removing immediately from class, by-passing phases 1,2 and 3. As this requires “Pastoral intervention” and most likely, one or more of the following: investigation, RP, isolation, students will remain in Holding until facts are established. Examples of such incidents could be an incident of bullying or aggressive/physical interaction, use of foul and abusive language towards staff/students, undermining the authority of staff. Teachers will have to make a professional judgment when making a decision to on-call a student.
- 5.24. Once statements have been taken and the Year Team has investigated, students will either be restoratively reconciled or, if deemed necessary by SLT, moved into isolation or issued with a Fixed Term Exclusion (phases 5/6).
- 5.25. Students who are in incorrect uniform will also be placed into Holding until a satisfactory solution is found. This will be managed by the Year Team.
- 5.26. Any student who refuses Holding will be referred to a senior member of staff who will escalate the sanction.

### **PHASE FIVE - ISOLATION**

- 5.27. Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers key curriculum areas.

- 5.28. If a student receives 3 yellow cards within a curriculum area during any half term, the Head of Department with pastoral support will conduct Restorative Practice between the teacher and student with parental involvement if necessary. If a student receives 6 yellow cards across the curriculum during any half term, they will be issued with half a day in isolation. 12 yellow cards in any half term will result in a day in isolation. 18 yellow cards in any half term will result in 2 full days in isolation.**
- 5.29. Any student who receives 3 or more yellow cards in one day will immediately proceed to isolation for a period of time determined by Senior Staff (see 9.10).**
- 5.30. Students will be 'isolated' in the fullest sense of the word. They will eat lunch in the Isolation Room and at no time will the isolated student be allowed to socialise with other students.
- 5.31. The duration of the day in the Isolation Room will be from 8.45 a.m. to 3.45 p.m. All students who are placed in Isolation must bring their reading books and equipment for that day.
- 5.32. If a student should be in Isolation but arrives late without good reason, they will complete extra time until their day is complete.
- 5.33. A student who is absent during the course of an isolation session will have to complete the full period of isolation. The period of isolation should begin at the earliest convenient time.
- 5.34. The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day.
- 5.35. A student who works satisfactorily or better will re-join mainstream education though a record of the period of Isolation will be kept in the child's personal file.
- 5.36. In the final analysis, SLT will decide on this sanction. As with any sanction, Phase Five can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.
- 5.37. For some students, some provision for restorative practice may be deemed necessary during the period of isolation. However, this will be a matter for Senior Pastoral Staff to decide.
- 5.38. If a student is Formally Internally Excluded they will complete a reflection form (Appendix 1) as part of the restorative process. The HOY/SLT will meet with the parent/carer and discuss the reflection form whilst using Restorative Practice.

## **PHASE SIX – FIXED TERM AND PERMANENT EXCLUSION**

- 5.39. Students who persistently break the rules or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SIX.

- 5.40. The control of Fixed-Term or Permanent Exclusion is entirely in the hands of the Headteacher and Governing Body.
- 5.40. On re-entry to the college after a period of fixed term exclusion a meeting will be held with parents/carers. Students will have completed a reflection form (Appendix 1). If the meeting is successfully, the student will be automatically placed in Isolation for a minimum of 1 day.
- 5.41. Upon returning to the curriculum, students will be placed on a post-exclusion report for 1 week. The report will be signed off by SLT.

## **6. SECTION VI - SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND THE COLLEGE**

- 6.1. The sanctions system for misdemeanours committed around the college operates on four main levels.
- 6.2. In short, members of staff need the support of a clear framework whilst being able to view each incident's severity based on professional experience. A member of staff can make a decision regarding a misdemeanour, act on it and there is no need to report the action they have taken. Students need to know the 'minimum' sanction they can expect to receive, whilst also being in a position to understand what the 'maximum' sanction might be. This will be referred to the HOY to decide on appropriate next steps.
- 6.3. Refusal or failure to follow staff instructions offers an interesting case in point. It might be that the incident is discussed with the Head of Year and, in agreement with the member of staff concerned, a School HOY Detention is issued.
- 6.4. Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate member of SLT, decides that a period of isolation is the most appropriate sanction.

### **LEVEL ONE: VERBAL REPRIMAND AND LOG IN PLANNER**

- 6.5. The following system in terms of sanctioning students around the college will be used. Though this will mean that no formal FIRST WARNING will be required it is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. In this instance, a VERBAL REPRIMAND would be used and this should be logged on the appropriate page in the planner/Pride Point Collector. This will provide tutors with information about any patterns of low-level poor behaviour during social times. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.
- 6.6. If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around the college they should, as a minimum, liaise with the Head of Year.

## LEVEL TWO

- 6.7. School Detention. The student will attend a School Detention, as appropriate. The HOY will decide when to issue a School Detention for the following day after school. The procedure for School Detentions is that students are expected to attend the after-school detention of their own volition-without being picked up by staff. This indicates a willingness to accept when things have gone wrong and the understanding that there needs to be a sanction for this.
- 6.8. If a student refuses to attend the School Detention, then they will automatically move to the SENIOR STAFF DETENTION for 1.5 hours after school on a Friday.

## LEVEL THREE

- 6.9. If a student commits a misdemeanour around the college which involves defying any member of staff/verbally abusing any member of staff, refusal to comply with school rules then they will be placed into Holding whilst further investigation takes place.
- 6.10. Once the initial investigation has taken place, the decision may be made by the appropriate member of SLT to place the student in Isolation or, to issue the student with a Fixed Term Exclusion. (Level Four).

## LEVEL FOUR

- 6.11. The student will be issued with a Fixed Term Exclusion-the length of which will be determined by the Head/ Deputy Head. The student will not be allowed to return to school until the FTE has been served fully, at home where they will complete a reflection form (Appendix 1).
- 6.12. On return from the FTE, a member of the SLT will meet with the parent and, if the post-exclusion meeting is successful, the student will spend 1 day in Isolation, have restorative practice with the relevant member of staff, and only then return to curriculum.
- 6.13. All incidents of FTE are recorded permanently on the student's school record and in the school's official exclusion figures.

## VALUABLES

- 6.14. Students should not leave money or valuables unattended at any time. If students have to bring large amounts of money or expensive items in to school, they must ask their Year Office to look after it at the start of the day. Students should not bring items such as iPods or hand-held computers in to the college. **Mobile phones are brought to the college at students' own risk and must be switched off during the college day. If a mobile phone is seen by a member of staff or it goes off it will be confiscated and taken to the Head of Year. On the 3<sup>rd</sup> occasion of the same mobile phone being confiscated, it will not be returned until the parent/carer comes in to collect it.** Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

6.15 Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

6.16 **Please note:** Bags must be of a suitable size to carry exercise books/A4 folders and appropriate for school use.

### **Form Tutor Monitoring**

- 6.37. Within the college, Student Planners will be monitored each week by the Form Tutor.
- 6.38. When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:
- 6.39. That the planner is free from graffiti and is being kept in a tidy manner;
- 6.40. That homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- 6.41. That, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way;
- 6.42. That, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way;
- 6.43. In order to communicate as Form Tutor with parents upon any school based issue which they feel would be best communicated through the Student Planner;
- 6.44. In order to monitor the awarding of rewards or official sanctions.

### **7 THE USE OF THE STUDENT PLANNER**

- 7.1. Each student will be issued with a new Student Planner at the start of a new school year.
- 7.2. **Monitoring of Student Planners**



### **7.3. Student Self-Monitoring**

- 7.4. Without doubt, the success of The Behaviour Policy as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the college.

### **Parental Monitoring**

- 7.5. Parents and carers will also have a key role in monitoring their child's planner. In the communication to parents at the front of the Student Planner the need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner.

## **THE CONTENTS OF THE STUDENT PLANNER**

- 7.6. No personalising of the Student Planner will be allowed. Pages must not be folded over and highlighter pens must not be used. The Planner should be carried in the student's bag not in a jacket pocket. In short, the Student Planner must be kept as if it were a best exercise book. If it is defaced, then a new planner will have to be bought and a day will be spent in isolation.
- 7.7. Lost Student Planners will need to be immediately replaced at a cost of £4.00. If the planner has been forgotten, a temporary planner will be issued for the school day. Should either of these situations occur on a second occasion, the student will receive a School Detention as well as having to purchase a replacement/request a temporary planner. On a third occasion the student will serve a 1 day period of ISOLATION as well as purchasing a replacement/ensuring they bring their forgotten planner the following day. After this period in isolation, if the student loses or forgets the Student Planner again on 3 consecutive occasions then they will serve 2 days in ISOLATION.
- 7.8. At the beginning of each Form Tutor session students will take out their Student Planners. Students who have not brought their Student Planner should be immediately referred to their Head of Year.
- 7.9. Form Tutors must ensure that they inspect and sign each student's Student Planner every week.

## **8. SECTION VII - COMMUNICATION**

- 8.1. A detailed support package which must be carefully worked through with all students will be given to all Form Tutors.
- 8.2. All assemblies in the first week of the new academic year will be used to support the delivery and communication of Restorative Behaviour.

- 8.3. Throughout the year Restorative Behaviour will be 're-taught' to students through an identified Restorative Behaviour lesson at the beginning of each term and through assemblies.
- 8.4. Classroom teachers will be asked to 're-teach' their Restorative Behaviour classroom routine at the beginning of each term. This will be done with each teaching group and is expected to last around twenty minutes.

## 9 Appendix 1: Reflection Form

The Marvell College  
Reflection Form

**What Happened?**

**What were you thinking about at the time?**



**Who has been affected by your behaviour?**

**In what way have they been affected?**

**What do you think needs to happen next?**

## **10 Appendix 2: Affective Statements**

**How we challenge students as well as why:**

- Issuing warnings
- Be explicit: *why*
- Follow with affective statements...
- *“You normally work really well so I know you can demonstrate that from now on.”*
- *“It makes me sad because you are not respecting my right to teach as a teacher and I know you want to learn and do well.”*
- *“I know you have really good manners so let’s get on with the lesson without shouting out because I want to hear your contributions-they are always interesting.”*

**11 Appendix 3: Restorative Practice led by Head of Year/Tutor and/or classroom teacher**

**Phase 1: Realigning behaviour through an individual or a small group.**

- Positively 'notice' expectations demonstrated by another pupil.
- Use an affective statement.
- Encourage the use of affective statements from other individuals.
- 'Circle up' in a small impromptu circle-ask the affective questions.

**Phase 2: Repairing harm/problem solving with the wider community (for example the class).**

- Run a class/group problem solving circle.
- Run a circle with parents/wider family.
- Seek support from wider pastoral team.

**Phase 3: Formal behaviour process (Reset)**

- Removal from community (isolation, exclusion)
- Managed Move to another school.
- Off-site provision.
- Permanent Exclusion.