



Malbank School & Sixth Form College

Behaviour for learning Policy

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Behaviour for Learning Policy

September 2020

1. Aims

Malbank School aims to provide a safe and structured environment in which teachers can teach and students can learn.

This policy aims to:

- ensure adherence to an agreed set of principles of behaviour.
- support effective teaching and learning.
- contribute to a culture of mutual polite, courteous respect.
- gain the support of parents, students and all members of staff.
- help pupils to take responsibility for their own behaviour.
- help pupils to understand the consequences of both good and poor behaviour and be accountable for the choices they make.

2. Principles

At **Malbank School** we believe that everyone has the right to enjoy school life in a safe, friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, sexual orientation, gender, disability or social status.

Our shared expectations are that we will have a school where...

- **Learning and teaching experiences are interactive, engaging and varied, both inside and outside of the classroom.**
- **Relationships are based on mutual respect, harmony and shared values.**
- **The learning environment is safe and all resources are used to their fullest extent to promote achievement for life.**
- **Everybody can achieve their potential and feels valued for what they are good at.**
- **Every voice is heard and every individual matters.**

3. Code of Conduct

Students are required to follow the Code of Conduct and be good ambassadors for the school at all times. They are expected to behave responsibly on their journey to and from school and on school trips. This is outlined in the Bus Code of Conduct (Appendix 1).

Parents are asked to actively support all school policies and encourage their sons/daughters to contribute positively to the learning environment.

The Code of Conduct states as a student of **Malbank School** you are expected to:

- arrive to all lessons **on time**, with the **correct equipment**, wearing the **correct uniform** as indicated in the uniform guide and student planner
- **be respectful of others** opinions, beliefs, property and the contributions of others
- **be polite and cooperative** at all times
- ensure that they do not use **a mobile phone** or device with access to the internet whilst on the school site.
- move around the school in a **quiet and orderly** manner, **keep to the left** in corridors and stairways
- **wait outside classrooms** until instructed to enter by a member of staff
- **not to eat in classrooms**, unless you have the permission from a member of staff.
- take pride in yourself and your environment
- **be responsible** for your possessions at all times
- students are expected to be in the designated areas at break and lunch times.
- **stay on site** unless you have obtained an 'out of school pass' eg for a medical appointment
- **put litter in the bins** provided and **recycle** wherever possible

As a school we will not tolerate:

- **physical or verbal abuse of another member of the school community**
- **the use of mobile phones / electronic devices whilst on the school site in accordance with the school's mobile phone policy.**
- **students bringing to school chewing gum, cigarettes, e-cigarettes (including e-liquids) alcohol, illegal substances or fizzy drinks/energy drinks or any form of weapon.**
- **interference with other people's property**
- **vandalism, graffiti or theft**
- **the selling of items for profit on the school premises without the permission of a member of the Senior Leadership Team**

All members of staff must insist upon high standards of behaviour, discipline and uniform from all students and must follow and consistently apply the Behaviour for Learning (BfL) policy, as laid out in the BfL Handbook.

The criteria for our Lesson Monitor systems is displayed in all classrooms, in student planners and in the BfL handbook (See Appendix 2).

4. Rewards and Sanctions

The school uses 'Lesson Monitor' to grade individual's behaviour in lessons as;

1=Outstanding

2=Good

3=Unsatisfactory

4=Unacceptable

6=Inadequate work completed

It is assumed that student's behaviour in lessons is good, as all pupils are initially marked with a grade 2.

The grades must be monitored and reviewed on a daily and weekly basis so that pupils can be rewarded or sanctioned as appropriate.

Culture of Praise:

As a school we believe that Quality First Teaching creates a positive atmosphere where children feel valued and successful and effort is celebrated.

Praise should be personal, specific, credible and differentiated, fair and consistent.

We consider it is important not just to praise and reward good work and behaviour but also to recognise positive contributions to school life. Staff should make at least 2 contacts a week home to praise pupils. The Deputy Head Teacher is responsible for overseeing the school's culture of praise.

The following praise mechanisms are used:

- awarding 'Lesson Monitor' grades 1 and 2
- notes in planners
- stickers in books
- phone calls home
- entry into the weekly 'golden ticket' draw.
- postcards of praise
- random Acts of Kindness cards
- certificates
- attendance badges
- vouchers for extra-curricular involvement
- prizes and trophies
- privileges e.g. Year 11 Prom attendance
- praise assemblies which reflect achievements such as Student of the Week for citizenship, successes in competitions, excellent attendance and A2L achievements

- whole school Celebration of Achievement Day

Additional rewards are linked to the 'Lesson Monitor' system. The House system further raise the profile of praise and reward through inter House competition.

Sanctions

At **Malbank** when a pupil's behaviour is giving cause for concern staff must follow the procedures laid out in the BfL handbook, which illustrates the 'Lesson Monitor' guidelines.

Staff must accept responsibility for behaviour in their lessons and take action to facilitate this. **All staff should plan for good behaviour.**

Staff interventions must be incremental and range from;

- a teacher warning
- moving the pupil within the classroom
- speaking to the pupil privately about their behaviour choices. If a pupil is sent out of the room, this **discussion must take place promptly** and **readmission** to the lesson should take place.
- issuing a teacher detention at break or lunch time
- contacting home
- issuing the appropriate Lesson Monitor code and actioning as outlined in the BfL handbook.
- liaising with their Curriculum Leader

Class teachers issuing a '3' or '4' on the Lesson Monitor system must communicate clearly the reason for this and the action they have taken in the comments function within SIMS registers. If a teacher gives a '4', they must contact home. Students must always be informed if they have received a '3' or a '4'.

Should a pupil continue to fail to follow a member of staff's instructions or disrupt learning, the pupil may be removed from the lesson using the departmental SOS system and set work in another classroom, according to the department's SOS timetable. Should a student's behaviour continue to be disruptive, defiant or abusive the member of staff may call a **red card**.

In this instance the student will be removed from the lesson by a member of the Senior Leadership Team and placed in the school's seclusion room for the remainder of the day, or the following day if the issue occurs during period 5. Parents will be contacted by the SLT duty staff and a mediation meeting must take place as soon as possible between the student, class teacher and Head of Department to restate expectations and move forward.

Students who receive two or more '3's or '4's in a day will automatically be red-carded and spend the remainder of the day in seclusion. If a student receives a second grade 3 or 4 during period 5, the following day will be spent in seclusion.

Should a student's behaviour fall below expectations in one particular subject area, as indicated by Lesson Monitor' the Curriculum Leader may use a Curriculum Leader report (**Green report**) with subject specific targets to help support the improvement of behaviour choices.

BfL within the department will feature as an agenda item in Critical Friend meetings with SLT.

When a student's behaviour does not meet our expectations students may be asked to provide either a verbal or written account to represent their views. Other students present at the time of the poor behaviour may also be asked for a verbal or written account to inform staff to ensure that an appropriate sanction is put into place.

5. The Role of Progress Managers

Progress Managers for each year group monitor Lesson Monitor scores on a daily and weekly basis. Students who accrue three or more of '3's and '4's in a week will be detained at break and lunch as a sanction from the Key Stage team. Any departmental sanctions issued will take priority and the Key Stage sanction will follow.

<i>Check in/report</i>	Sanction	
Single	3 = 10 mins	4 = 20 mins
Double	3 = 15 mins	4 = 25 mins
Triple	3 = 20 mins	4 = 30 mins
<i>Red alert report</i>	Failed lesson = break and lunch	
<i>PSP</i>	Seclusion	

The Key Stage teams clearly communicate to all staff which students they are prioritising each week via a weekly email.

6. Detentions

In some circumstances a student's choice of behaviour may result in lunchtime detentions which are run voluntarily by some departments. These detentions are recorded on the behaviour wizard and monitored by an Assistant Head.

After school detentions are part of the school's BfL system. Whilst parental consent is **NOT** required, parents will be informed if the detention is to take place after school via letter and text at least 24 hours prior to the detention. After school detentions are generally awarded for such things as infringements of the Code of Conduct, persistent failure to complete

work, smoking, theft, vandalism, or disruption of teaching and learning but this list is not exhaustive.

After school detentions take place on Tuesdays and Thursdays between 3.00pm and 4.00pm and are supervised by members of staff under the direction of a member of SLT. Staff must escort pupils to detention at the end of period 5. At the detention students will either access Doodle to improve an area of weakness in their learning or be required to complete some Community service. The use of the latter will help to encourage citizenship and allow the pupil to give back to the school community.

7. Uniform

All students are expected to wear correct uniform. Items of incorrect uniform will be confiscated by members of staff and held in student services until the end of the school day. The nature of the incorrect uniform will be recorded by student services and this information will be reviewed on a weekly basis by Key Stage teams and SLT. Repeated confiscations will result in parents having to collect the confiscated item from the school office.

8. Seclusion

Pupils may be referred to spend a day in the seclusion room by a member of the Senior Leadership or Key Stage Team. Reasons for placing pupils in seclusion include defiance, bullying, truancy and persistent disruption of teaching and learning. Parents will be notified about the reasons for the sanction.

Whilst in seclusion pupils must adhere to the strict rules laid down by the Seclusion Manager. Pupils will be supplied with academic work for them to complete between 9am and 3pm daily.

Depending on the severity of the problem, some pupils may be referred to seclusion for a number of days or asked to attend seclusion in a partner school. Where a pupil's behaviour has resulted in fixed term exclusion from school for more than 5 days, alternative provision will be put into place.

9. High Order Sanctions

Repeated failure by an individual to respond to support offered within school and/or by external agencies in order to turn behaviour round and improve behaviour choices, could lead to one or more high order sanctions being put into place. These include shadowing members of the Senior Leadership Team for a period of time, fixed term exclusions, being placed on a governor contract, a managed move to a partner secondary school, alternative provision or being placed on a Pastoral Support Programme (PSP).

A PSP involves being placed on a 16 week support programme. The student is supervised by a member of the Senior Leadership Team daily. A member of the Governing Body will attend the initial meeting as well as interim and final review meetings, along with parents

and any representatives from external agencies who have been involved. A pupil only does one PSP. If the behaviour of the pupil remains unacceptable, the pupil will be referred to a Governor Disciplinary Panel and a parenting contract will be negotiated and signed. Failure to modify behaviour can lead to permanent exclusion.

10. Off-site behaviour

The Head reserves the right to punish pupils for actions off the school site in order to: maintain good order on transport, educational visits, or other placements such as work experience or college courses; secure behaviour which does not threaten the health or safety of pupils, staff or members of the public; provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school; provide protection to individual staff from harmful conduct by pupils of the school when not on site.

11. Bullying

Bullying of all kinds is unacceptable whether it is between students and students, staff and students or staff and staff. The school has a clear anti-bullying policy which has been written and regularly updated by a cross section of the student community. The policy is made available to pupils and parents via the Student Planner and website. The school is proactive in preventing and dealing with bullying through such things as curriculum lessons, drama workshops, surveys, the Buddy and Anti-Bullying Ambassador team and Access Team personnel such as the Inclusion Mentor and Connect Centre Manager. (See the Anti-Bullying Policy).

12. Search and confiscation

A member of the Senior Leadership Team can conduct a search if they believe that a pupil has offensive weapons, alcohol or drugs in his/her possession. This can be made without consent if there are reasonable grounds to suspect a pupil may have these items in their possession. The search must be carried out with another member of staff present and will usually be carried out by a member of the same sex. ***Parental permission is not required.*** If staff believe there is a risk involved they must call the police.

A teacher can confiscate and retain an item for one day if: it poses a threat to others e.g. a laser pen; it poses a threat to the good order of learning e.g. a mobile phone or personal music player is being used in lesson; it is against school uniform rules e.g. a hoodie; it is a health and safety threat e.g. inappropriate jewellery; it is counter to the ethos of the school e.g. offensive literature, or it is an item which it is illegal for a child to have e.g. cigarettes, vapours, racist or pornographic material.

The member of staff must make the item available for collection from Student Services at 3.00pm by the pupil or, if appropriate, by the parent.

Items brought into school for the purpose of making a profit (including fizzy drinks, cigarettes, alcohol and sweets) will also be confiscated and the parents contacted in order to make arrangements for their collection. Illegal items will be handed over to the police.

13. Reasonable force

The school reserves the right to use 'reasonable force' where necessary. This may include using reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Examples of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight. (See the Safeguarding and Child Protection policy).

The DfEE circular dated 10/98 states 'the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.'

Restraint should only be used in circumstances where there are grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property.

Before intervening physically a teacher should, where practicable, tell the pupil who is misbehaving to stop and should continue to attempt to communicate with the pupil throughout the incident to the extent of informing the pupil of the fact that force is about to be used and why.

The following forms of physical intervention might be construed as reasonable in cases described above where all methods have failed:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away with a hand in the centre of the back

It is illegal to lock a pupil in a room or cupboard which they cannot leave of their own volition.

Reasonable force must be in proportion to the circumstances of the incident and the potential proceedings. It must be reasonable in the circumstances meaning using no more force than is needed. There is a legal duty to make reasonable adjustments for disabled children and children with SEN.

The following actions would **not** be seen as reasonable:

- holding the pupil around the neck or by the collar or in any way that might restrict the ability to breath
- slapping, punching, tripping or kicking a pupil

- twisting or forcing limbs against the joint
- holding or pulling a pupil by the hair or ear
- any touching that might be considered indecent

At **Malbank** physical force should **not** be used in situations where:

- a pupil persistently refuses to obey an order to leave the classroom
- a pupil insists on leaving the room (unless the adult thinks that they would come to harm)
- a pupil is behaving in a way that is seriously disrupting a lesson
- a pupil walks away from a member of staff

In such cases a member of staff would issue a Red Card to call for assistance.

Any complaint from a parent will be dealt with by the Headteacher in accordance with the School's complaints policy.

In cases of physical restraint, a written report will be kept on the child's file. It is recommended that it is written within 12 hours of an incident occurring. It is strongly recommended that a member of staff independent of the incident ascertains if injuries have been sustained.

It is recommended that staff familiarise themselves with the document "Use of Reasonable force in schools' July 2013.

14. Malicious allegation made against a member of staff

Any allegation made against a member of staff will be investigated thoroughly and on an individual basis. If an allegation has been found to be made up by a pupil, this will be sanctioned as appropriate. This may include the use of seclusion and / or exclusion. Parents will be kept informed throughout the investigation.

15. Exclusions

Exclusions can only be carried out on the authority of the Head teacher or a Deputy/Assistant Head teacher acting on behalf of the Head. The school will comply with all statutory guidelines governing exclusions. (See Exclusions Policy).

If a student failed to respond to fixed term exclusions, the Headteacher has the right to insist that a student is educated off site and given alternative provision. In extreme circumstances, students can be permanently excluded.

16. Implementation

- A copy of the school's Behaviour and Attendance Handbook detailing the practical implementation of our BfL policy is made available to all staff in electronic form.
- A copy of the Code of Conduct and Lesson monitor grades are displayed in all classrooms.

- The Student Booklet contains up to date information about key aspects of the BfL policy and practice e.g. Anti-bullying policy; Shared Expectations, Code of Conduct and Lesson Monitor criteria..
- Staff training on aspects of the BfL policy is provided annually.
- The Deputy Head teacher (Behaviour & Standards) develops and implements strategies which secure high standards of behaviour in partnership with all staff, SLT and the Access (Pastoral Support) Team. He collates and analyses BfL data and reports to SLT and the Governing Body. He acknowledges the responsibilities and celebrates the achievements of individuals and teams.

17. Links to other policies

Equality policy

Anti-bullying policy

Exclusions Policy

Safeguarding and Child Protection Policy

Mobile phone policy

Code of Conduct

Appendix 1

Covid 19 Behaviour Policy Addendum v.3

This addendum is designed to supplement and support the existing core behaviour principles and procedures outlined within the existing school policy in response to the national COVID 19 emergency measures. It is constructed in line with the national guidance provided by the DfE. As such, this addendum is likely to change as the national guidance develops over time.

1. Routines for arrival or departure

Students will be expected to arrive on school site via the front or back gated entrance each morning at the designated time. They will clean hands at the sanitisation station at the gate and then report directly to their allocated teaching room for their first lesson where their teacher will be present to greet them. They will be registered during this first lesson of the day.

If students arrive on site prior to 0845, they must remain in their designated year group waiting area before reporting to their designated teaching room at 0845:

Year 7- The main hall

Year 8- Near tennis court area

Year 9- Main yard and beach

Year 10- Far tennis court area

Year 11- The Boulevard

Students will be expected to leave school site when they are told to do so. They should follow the appropriate one-way system and operate social distancing at all times. Students should clean their hands at the gate sanitising station.

2. Hygiene.

Students should sanitise/hand wash at the following times:

- arrival at the school site.
- whenever entering their allocated teaching room.
- after using the toilet.
- whenever entering the boulevard catering facilities.
- when leaving the school site.

3. Social interactions at school

Students should operate social distancing at all times- maintaining a social distance between themselves and other members of the school community. Students should only socially interact with other students within their year group. Students should always maintain a 2m distance between themselves and all adults in the school community.

4. Moving around the school site

The school will operate a strict one-way system in all buildings where-ever physically possible. Where this is not possible, strict *keep left* systems will be in place. These arrangements will be clearly labelled and must always be maintained.

Year groups will be allocated their own break and lunch times. They will have time allocated within the boulevard to collect food, and a set outdoor social space (the main yard) that they must not leave until it is their time to return to lessons.

All other areas of school site are always strictly out of bounds to all students.

When waiting to access different parts of the site such as the boulevard, students must strictly adhere to the social distance queuing marks on the floors.

5. Respiratory Health.

Students will be expected to '**catch it, bin it, kill it**' in relation to sneezing, coughing, tissues and disposal.

Students must avoid touching their mouth, nose and eyes with hands during their time at school.

6. Reporting Illness.

Students must tell a member of staff if they are experiencing symptoms of coronavirus. Thereafter, they must follow the direct instructions of the staff.

7. Equipment for school

All students should have a fully equipped pencil case for the day. **This equipment and other personal belongings must not be shared under any circumstances.**

Personal learning equipment such as pens, pencils, etc **will not be provided by the school under any circumstance** due to the risk of cross contamination.

8. Breaks and lunch times

Year groups will have an individually allocated break (20 mins) and lunch time (30 mins). The first half of that time will be allocated to the boulevard to collect food, with the second half allocated to the main yard.

Students will be expected to vacate each area at the appropriate time and follow the instructions of supervising staff at all times. There will be no bells to signify these timings. Students should report promptly to their teaching room when teaching resumes.

9. Toilets

During lesson time, students will be expected to access their nearest toilet to their teaching room as directed by their teacher. Only one student will be allowed to leave the room at any one time. Toilet pass cards will not be issued to students by teachers to reduce any potential for cross contamination.

During break times, students will only use the KS4 Girls and Boys toilets in the A Block. All other toilet facilities are strictly out of bounds at break and lunch times.

Students must not congregate in toilet areas at any time.

10. Coughing or spitting

Coughing or spitting at or towards any other person will be dealt with as a high-level, significant incident that is contrary to the Health and Wellbeing of the entire school community.

Behaviour of this nature could lead to criminal proceedings.

Spitting anywhere on school site is not allowed.

11. Remote learning at home

When remote learning from home students are expected to conform to the shared expectations within the Behaviour and Attendance Policy of the school, particularly in relation to communication with staff and peers within online learning platforms. Failure to meet these shared expectations will result in restriction of online facilities and sanctions in line with the Behaviour and Attendance Policy of the school.

12. Rewards

Teachers will record Lesson Monitor scores for each session throughout the day. The Key Stage teams will monitor these scores and implement rewards in line with the normal school policy.

13. Sanctions

Students and parents must understand that this temporary addendum to the Behaviour and Attendance Policy of the school is based solely on Government advice. Its primary focus is to keep the whole school and wider community safe.

If students make the decision to put the health and safety of others at risk, they need to understand that they will be subject to the higher level sanctions outlined in the Behaviour and Attendance Policy of the school.

COVID Health and Safety related sanctions ladder

- i. Immediate red card called and the student continues their day in the seclusion room. Parents informed of the H&S issue by the KS Leader.
- ii. Fixed term exclusion for bringing the health & safety of others into jeopardy.
- iii. Parental readmittance meeting with KS Leader, DHT and student. Student will study in isolation until this important H&S meeting can take place.
- iv. Fixed term exclusion for bringing the health & safety of others into jeopardy followed by a parental readmittance meeting with KS Leader, DHT, student **and a representative of the Governing Body**. Student will study in isolation until this important H&S meeting can take place.

- v. All free time of student to be monitored by the KS team in order to maintain the H&S of the school community. Student to be escorted to the KS office by class teacher at break times.
- vi. Detentions**
- vii. Students in detention will be seated in separate year group bubbles to maintain a 2m+ social distancing between year group bubbles at all times.
- viii. In the first instance, detentions will occur on a Friday night from 1500-1600 in the main hall.
- ix. In the first instance, detentions will be issued in line with the normal Lesson Monitor weekly analysis outlined in the main Behaviour and Attendance Policy.
- x. Weekly analysis of LM grades will occur from Thursday-Thursday by year group progress manager. KS staff will contact parents by telephone after school on Thursday if a detention needs to be served on the Friday night.
- xi. Friday night detentions will be graduated from 30 min to 60 min dependant on the level of sanction required.
- xii. If students fail to attend a Friday night detention, they will serve a day in seclusion the following week.

4. Additional support

Students who have existing personalised provision in relation to supporting their specific learning/behavioural needs will have reasonable adjustments applied as part of a personalised re-integration programme provided by the Key Stage/SEND/Connect teams.

R.M.Pickles

Deputy Headteacher

3 July 2020