

The **Marsden Heights** Way



Behaviour Policy

Policy Review:
September 2018



Marsden Heights Community College Behaviour Policy

Philosophy

We believe that education should be a positive and enjoyable experience for ALL. Meeting the day-to-day Expectations for Learning and understanding and embracing the Relational Graces will promote and further establish an ethos premised on positive behaviours within our community, impacting on the wider community as well as that of the wider world. We believe that our Expectations for Learning are indeed Expectations for Life.

A positive climate for learning is essential for high quality learning and supports raising attainment for all our students.

Good behaviour around our College builds and sustains an environment that promotes learning and enables everyone to feel safe and secure. The Relational Graces underpin the college ethos and supports the development and nurture of the whole person while providing clarity and focus for SMSC. Our Expectations for Learning and Relational Graces provide the opportunity to establish a harmonious ethos and are used to challenge negative aspects of behaviour, with a view to refocus individuals so they make positive choices in the future.

The Expectations for Learning (EfL) is integral to all aspects of College life and equally applicable to home, work and community life. EfL creates and sustains a college ethos of celebration and reward rather than being sanction-led. The principles of EfL must be clear, explicitly fair and must be applied consistently across the whole College.

The Principles of Expectations for Learning are:

- learning experiences will always be planned to help all students achieve challenging but achievable targets where success is always celebrated;
- where there is disruptive behaviour, it is the behaviour demonstrated which we challenge and manage by referring to our EfL these link with our Relational Graces;
- the specific needs of individual students will be considered when dealing with negative behaviour;

- behaviour will be managed by showing understanding whilst modelling courtesy and respect;
- every lesson is a new opportunity for individuals to demonstrate their very best!

Our **aim** is for all Marsden Heights Community College students to:

- feel happy, safe and well;
- like and enjoy college;
- feel positive;
- feel accepted;
- experience success.

Everyone at Marsden Heights will follow our Expectations for Learning as well as value and demonstrate our Relational Graces. Our Expectations for Learning are listed below:

- **We arrive at College and lessons on time with everything we need for the day/lesson;**
- **We wear our uniform with pride;**
- **We behave in a way that helps everyone learn to the best of their ability;**
- **We respect everyone in our learning community;**
- **We are polite and consider other people's feelings;**
- **We respect each other's property and we look after the College building and equipment;**
- **We work hard to achieve our highest ambitions;**
- **We celebrate each other's achievements;**
- **We make sure that everyone feels safe;**

- **We do our best to keep up the good name of College in the wider community.**

Expectations for Learning are premised on rewarding and celebrating success and achievement.

We are mindful that sanctions alone for any breaches of our expectations will not enable students to develop their ability to think through the consequences of their actions. The link to our Relational Graces allows students the opportunity to reflect on personal qualities of which they have fallen short at any time and which have contributed to a breach of the college Expectations for Learning and Behaviour policies. This reflection will help to develop the whole child, whilst also contributing to and encouraging a growth of the college's already positive ethos.

Therefore, at such times when things go wrong, supportive interventions, as best suited to the individual, should be put in place alongside sanctions, which should be implemented to minimise escalation of incidents and reduce the risk of exclusion from learning. We may use restorative approaches and/or accountability learning packs; in conjunction with the Student Progress Centre and on occasion, through our Reflection and Restoration area.

Examples of Recognition:

- Achievement points, form tutors are made aware of any student deserving of praise so that positive reinforcement of appropriate behaviour and progress is given;
- Subject specific positive postcards;
- Pastoral positive postcards;
- SLT praise postcards;
- Head's Letter of Congratulation for students of the week, identified by HoY;
- Treasure Chest of Treats for a tutor group attaining 100% attendance in a week;
- Jump the dining queue passes for students with 100% attendance in a week;
- Golden Time: for those attaining the highest number of achievement points, no lates and very good attendance for the term - movie and popcorn or afternoon tea;

- Healthy Eater of the Month: students who select healthy options for meals are awarded points, the student who gains the most points monthly, is awarded 'Healthy Eater of the Month' and is given a free lunch and a gift voucher for a store of their choice; this is celebrated via Year assembly, and on the Heights Delights notice board;
- Flowers for Family: students who achieve 100% attendance in a half term receive entry into the prize draw 'Flowers for Family'; this is celebrated via Year assembly, and with parents.

Examples of Sanctions:

- Verbal warning to give the student an opportunity and a choice to meet our Expectations for Learning and demonstrate our Relational Graces;
- Behaviour points via SIMs tracked, monitored and intervened by form tutors, HoY, HoSS or SLT and parents/carers as appropriate in the best interests of the child;
- Conditions and Consequences Report;
- Extra work or repeating unsatisfactory work, relevant to breaches of EfL 7: We work hard to achieve our highest ambitions and show pride in our work and its presentation;
- An accountability task – writing about what has gone wrong and how it can be put right, relevant to breaches of EfL 5: We are polite and consider other people's feelings;
- Loss of privileges e.g. removal from a club for number of sessions;
- College-based community service: removal of graffiti, helping to clear up in the dining area, picking up litter or tidying a classroom etc.;

- Detention at break, lunchtime or after college, including weekend. Parents will be informed via telephone or letter about the date, length of time and reason for after college/weekend detentions;
- HoSS lunchtime detention where students are removed from the college community and eat their meal in the detention room. Students may bring a packed lunch to eat here or buy a sandwich and a drink via their account, these will be brought to them. A sandwich and a drink will be provided for those entitled to FSM;
- HoSS (Room 204) temporary, very short time withdrawal from the college community to cool off and/or write a statement about what has gone wrong; support and guidance are given by the Pastoral Team.

Support for students

Marsden Heights believes that developing positive working partnerships with the parents/carers of our children is crucial and parents/carers will be involved in all support strategies put in place for their child. MHCC staff will use **STEPS** as a strategy to avoid escalation of incidents and to support students who fail to meet an Expectation for Learning:

Stand back
Think
Explore
Personalise
Support

Tracking and Monitoring Reports:

- Punctuality/Attendance Tracker;
- Subject Specific Report via SIMs monitored by Head of Subject;
- Behaviour Tracker - monitored daily by form tutor, weekly by Head of Year;

- Behaviour Tracker - monitored daily by Head of Year, weekly by Head of Upper/Lower School;
- Behaviour Contract - where students set specific EfL targets, agreed with parent/carer and monitored by Head of Year and Head of Lower/Upper School and if appropriate, Assistant Headteacher;
- Conditions and Consequences Report - where specific EfL targets are set by college, agreed by the student and the parent/carer. There are stepped consequences/sanctions including fixed period exclusion and the risk of permanent exclusion.

SEND Support

The college's Special Educational Needs and Disabilities Co-ordinator (SENDCO) coordinates assessment, monitoring and review of students with special educational needs or disability and appropriate interventions are put in place to meet individual needs. The college works closely with Lancashire's Special Educational Needs and Disabilities (SEND) Service to access specialist teacher support and intervention for those students whose SEND provision requires this. The SENDCO collaborates with our college and specialist nurses to ensure that the needs of children with specific medical conditions are met.

An identified safe-haven (Room 205) is staffed at lunchtimes, for students with SEND, medical or social needs; others may choose to access Bibliotherapy (Room 312) at this time.

Vulnerable students are identified at transition from their previous school, by our Transition Co-ordinator and invited with their parents/carers to bespoke transition meetings at MHCC either as individuals or in small groups. Our Transition Co-ordinator works closely with our SENDCO and Head of Year 7 to ensure a smooth transition for all students.

Our Inclusion Team staff have attended specialist training for Restorative Approaches, Self Esteem, CSE Risk, Anger Management, Mental and Emotional Health, Lifestyle Choices, Behaviour Management (Why Try?) and Peer Mediation. They provide

tailored support for individuals or small groups. Students can self-refer, be referred via HoY or Senior Leaders; the team is deployed by our SENDCO.

Mentoring

Mentoring is available for disengaged or underachieving students and is provided by trained mentors from Southfield Community Action Forum (SCAF). Students are referred by their HoY.

MHCC Youth and Community Team and External agencies

Our unique Y&C team provide opportunities for students to engage in activities designed to improve self-confidence and social skills. These may be in-house or in collaboration with other organisations e.g. Burnley Youth Theatre, In-Situ, Building Bridges, UCLAN.

Our Pastoral Team may also seek early prevention support from professionals from other agencies:

- Addiction support to make positive behavioural changes, with respect to issues arising from alcohol, drugs, or mental health and wellbeing;
- Young People's Service;
- Police and Community Support Officers;
- Police Early Intervention Team;
- Referral to Early Prevention and Well-being Services;
- FreeFlow counselling service – when appropriate via our SENDCO;
- Job Junction for those at risk of NEET via our Careers Co-ordinator;
- The Prince's Trust;
- Faith Friends;
- Burnley and Pendle Faith Centre.

The Designated Senior Leader (DSL) for Child Protection or back-up DSL will refer to Children's Social Care when appropriate.

Placement in Reflection and Restoration (R&R)

Students will usually spend time in R&R, following a Fixed Term Exclusion or as an alternative to avoid exclusion (internal exclusion).

Reflection: An opportunity for students to reflect upon their poor behaviour choices and the specific Expectations for Learning that they have failed to meet. They will, with support, plan their own strategies so that they do not repeat the same mistakes.

Restoration: An opportunity for targeted intervention and support, tailored to meet the needs of the child.

Tracking and monitoring: intervention and support continue, on exit from R&R to support students for whom behaviour has been or is a barrier to them making progress within whole class teaching. (SLT, Heads of School, SENDCO, Heads of Year, Restoration & Reflection Lead, as appropriate, in the best interests of the child).

Managed Move: An agreement between local schools (Pendle or Burnley) and the Local Authority (Pupil Access). This will be considered as an alternative for students at risk of permanent exclusion where it is evident that a fresh start may be of benefit for the student. The student remains on roll at MHCC whilst attending the 'new' school, usually for a period of 6 weeks with a review meeting held during the 6th week; if there is evidence that the move is successful then the student will transfer to the new school. However, if there is any doubt then the receiving school may choose to extend the managed move period for a specific time, with a further review. Pastoral team members from both schools liaise and put support in place to increase the chance of a successful move. In cases where a student does not engage positively with the new school, then the managed move fails and the student returns to MHCC.

Alternative Provision: this will be funded for those students who are at serious risk of permanent exclusion and would benefit from provision with higher staff to student ratio and a personalised curriculum, e.g. a place at The Alternative School (TAS), Respite placement at Coal Clough Academy for a fixed time, specific programmes at Burnley College or with The Prince's Trust, Burnley.

College rules with reference to Expectation for Learning 9: "We make sure that everyone feels safe."

Students **MUST NOT** bring into college any prohibited object that poses any threat to their safety or the safety of others.

This includes:

- alcohol;
- knives, screwdrivers or any other sharp or bladed objects;
- weapons e.g. BB guns, air rifles, knuckleduster, etc.;
- replica weapons of any kind;
- illegal drugs (including prescription drugs, prescribed for another person);
- stolen items;
- tobacco, cigarette papers and lighters;
- fireworks or 'snaps';
- pornographic or any other inappropriate images including those stored in mobile technology devices.

Any object a staff member 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 student in possession of the object. Bringing of any prohibited item into college, carrying at times of travel to or from college, or during college visits will not be tolerated. Any breach of this could lead to Permanent Exclusion.

To ensure the safety of both students and staff, the following strategies may be used:

Confiscation of a Student's Property:

It is appropriate and acceptable for staff to confiscate a student's property which is considered harmful or detrimental to college discipline; for example, mobile technology. If students are seen with mobile technology in lessons, or at any time other than on the way to or from college, it will be confiscated. Similarly, **any** jewellery worn, in breach of our uniform and dress code, will be confiscated. All confiscated property will be returned to the student at the end of the college day; or for persistent incidents in breach of our rules, to parents/carers. Staff are not responsible for the loss or damage of any confiscated items.

Power to search students without consent:

Wherever staff have lawful control or charge of students, they may conduct a search for the banned items listed above or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. This includes items that the student appears to have control of such as bags and lockers.

College rules with reference to Expectation for Learning 10: “We do our best to keep up the good name of the college in the wider community.”

The college will impose appropriate sanctions on a student in response to **any behaviour outside of college which is a threat to their safety or the safety of others**; whether witnessed by a staff member or reported to the college, including weekends and holidays.

e.g. of such behaviours:

- flouring and egging of other students;
- arranging fights;
- fighting;
- filming fights;
- being at a fight;
- sharing inappropriate comments, images and videos on social media;
- abusive and foul language;
- involvement in drug or drug paraphernalia-related incidents.

Members of staff may sanction student’s misbehaviour at any time, when:

- taking part in any college-organised or college-related activity;
- travelling to or from college;
- wearing college uniform or in some other way identifiable as a student of the college;
- it could have repercussions for the orderly running of the college;
- it poses a threat to their safety or the safety of others;
- it could adversely affect the reputation of the college.

Exclusions

Internal Exclusion

Placement in Reflection and Restoration agreed by Head of Year and Head of School Section and inform the AHT. This will be used with a student who is in serious or persistent breach of our EFL, or if they are not responding to college support and sanction strategies.

The student must arrive at college at 9.30am and will remain in Reflection and Restoration until 3.30pm, on Wednesday 9.00am until 2.30pm.

Students have a 15-minute morning break and 30-minute lunch break in R&R at a different time from other students, as they are excluded from the college population.

There is a positive focus on teaching and learning where students follow a specific academic timetable combined with personalised intervention time; work is provided by subject teachers for the time spent in R&R to ensure that they do not fall behind in their studies. Support for learning is given by the R&R lead, the Pastoral and Inclusion Teams and subject teachers are encouraged to visit and support their students. Students will engage in specific reflection and accountability activities, related to EFL and RGs to encourage them to reflect on their poor behaviour choices and create plans to avoid similar poor choices in the future,

Fixed Term Exclusion (FTE)

The Headteacher, will decide to use a FTE for a student who has either demonstrated serious misbehaviour, when other sanctions have been exhausted or if an incident of bullying has happened. FTE can be used for a fixed period of up to 45 days in one school year; the Headteacher meets with parents/carers to discuss the FTE and follows this with a letter explaining the length of and reason for the exclusion. A re-integration meeting must take place after exclusion with parents, a member of the Senior Leadership Team and Head of Year to plan the next steps for the student. If the exclusion is longer than 5 days then the college will make 6th Day Provision for the student to attend another school in Pendle or Burnley for the remainder of the exclusion. The first five days of an exclusion will be spent at home, college will set

and mark work done during this time and it is the responsibility of parents to ensure that their child is not in a public place unless there is good reason during normal college hours; the rest of the exclusion will be spent at another secondary school, where the student will complete work provided by MHCC.

Permanent Exclusion

The college does everything within its power to prevent and is committed to avoiding this ultimate sanction. However, in some circumstances the Headteacher will make the decision to permanently exclude a student:

- if their continued presence in the college community poses a serious threat to the safety and security of other students, staff and college property;
- when it becomes apparent that despite all support strategies being offered, the student still displays behaviour that is below the expectations set and is detrimental to the good order and discipline of the college and its reputation;
- for possession of any prohibited item listed above.

Governors' Disciplinary Meeting

A Governors' Student Discipline Panel meet when a student is excluded for more than 15 days in a school term or where parents/carers request to make representation when a student is excluded for 15 or less days or permanent exclusion is issued. Governors will make the decision either to accept or decline a re-instatement of the student immediately or on a particular date.

When establishing the facts in relation to an exclusion and considering their decision to re-instate or not, the governing board will apply the civil standard of proof; i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

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