



Great Marlow School

Excellence • Compassion • Integrity

Behaviour for Learning and Anti Bullying Policy

Recommended by the Leadership Team:	March 2023
Approved by Trustees' Policies Sub Committee:	March 2023
Ratified by Trustees' Board:	March 2023
Review Due:	Summer 2024

Indicate as appropriate:

✓ There **has been changes** to the previous policy.

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Statement of intent

At Great Marlow school, we understand that good behaviour and discipline is essential for promoting a high quality learning environment. Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour for Learning Policy.

1. Introduction

At Great Marlow School, behaviour is managed in order to create a safe learning environment. The Behaviour for Learning policy is based on the following principles:

- Inclusion
- Fairness
- Mutual respect
- Compassion
- Valuing diversity
- Moral purpose
- Self-responsibility and self-discipline

This policy supports the values and principles as set out in the school's aims and objectives.

2. Code of Conduct

The Code of Conduct encourages the students to respect the people they are with and the environment they are in. Parents/carers are required to sign the policy in the Student Planner at the start of the academic year.

RESPECT yourself

- Attend school regularly; be punctual to lessons and registration
- Take care of your appearance; wear a tidy, correct uniform

RESPECT your staff

- Ensure that all work is completed on time and to the best of your abilities
- Adopt a positive attitude at all times

RESPECT your peers

- Show courtesy and consideration for the beliefs, views and properties of others
- Use appropriate language at all times

RESPECT your learning

- Be prepared, bring the correct equipment for your learning
- Be considerate of your behaviour and how this impacts on others

RESPECT your environment

- Take care of your surroundings; do not drop litter
- The school is a healthy, safe environment; drugs, cigarettes, alcohol and chewing gum will not be tolerated

RESPECT your school

- Be aware of the safety and well-being of others; move around the school calmly and sensibly
- Present a positive image of the school and its students when representing Great Marlow

3. Home-School Partnership

The school feel very strongly that there should be close co-operation between parents/carers and teachers. Parents/Carers are encouraged to contact the school if they have a concern regarding their child.

- Subject related matters should be addressed to the subject teacher in the first instance
- More general matters of a pastoral nature should be addressed to the tutor in the first instance

Equally, all members of staff may contact parents/carers where there is any cause for concern or an opportunity to share success.

All parents receive a copy of the **Home-School Partnership Agreement** (copy in the student planner) when their son or daughter enters the school. Code of Conduct and the Behaviour for learning policy is available on the school website (www.gms.bucks.sch.uk). Students also receive copies of the Code of Conduct annually in their planner.

These documents formally outline the commitments which each person involved in education at Great Marlow School agrees to. These will be signed by parent/carer, the student and the Headteacher. There should, therefore, be no misunderstanding about what behaviour is expected and what is unacceptable at Great Marlow School.

4. Promoting Good Behaviour

We believe that as students' progress through the school there should be regular opportunities for learning about how to act in keeping with the school's vision which is to ensure **a high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.**

We are committed to the modeling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to demonstrate this. We aim to support staff in teaching approaches which promote positive behaviour and attendance from all students.

5. Roles and Responsibilities

a) Trustees:

- agree the school's ethos, purpose and values on which the policy is based
- review, amend and approve the Behaviour for Learning Policy annually through the curriculum committee.
- model good behaviour and punctuality to other stakeholders

b) Staff:

- have had a role in constructing the policy
- are expected to uphold the policy and its principles consistently and fairly
- model good behaviour and punctuality to all members of the school community
- record incidents of positive and negative behaviour on the school's tracking system and take appropriate action

Staff aim to:

- promote an effective learning environment where the highest standards of behaviour are expected.
- monitor behaviour of students using appropriate school tracking system.
- promote and encourage positive behaviours

c) Students:

- students continually contribute to the rewards and sanctions used in Great Marlow School via student voice.
- are expected to behave so that all teachers can teach, and all students have the opportunity for potential to be realised and excellence achieved.
- are expected to uphold the school behaviour for learning policy and its aims and objectives.
- model good behaviour to other members of the school community to encourage success and resilience
- students are expected to attend school and be punctual so that their true potential can be realised

d) Parents/Carers

- are encouraged to work in partnership with the school to give constructive feedback about the school's rewards and sanctions.
- work in partnership with the school to maintain high standards of behaviour both inside and outside school.
- model appropriate behaviour in order to encourage young people to become positive contributors to the school and wider community.

5. Setting High Standards of Behaviour

Consistency is achieved through all members of the school sharing **Great Marlow School's vision, to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.**

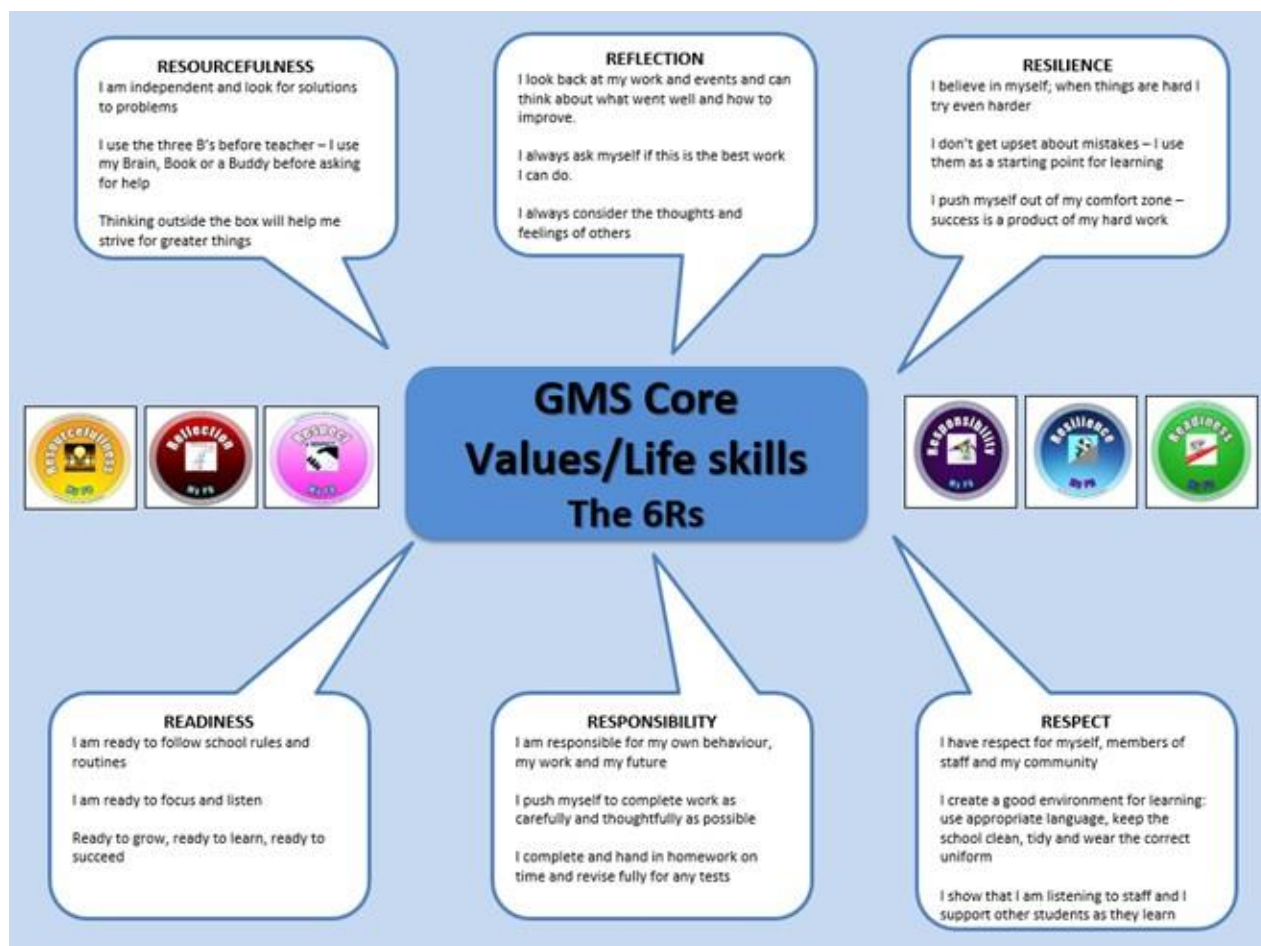
My Personal Best values form the foundation of the Behaviour for Learning Policy. These key values – readiness, reflection, resourcefulness, respect, responsibility and resilience provide a clear basis for helping students to develop the social, emotional and behavioural skills they need to become effective learners.

Students need to be taught the connection between the different values. For example, they need to understand that to enjoy the right to feel safe; They have a responsibility to behave in a way that lets other students feel safe. The innate fairness encourages students to embrace the process because they will benefit too.

Using the key values allows all members of the school community to correct behaviour from the perspective of protecting **rights** rather than criticising the student personally. This makes it easier for students to see fairness and logic in the behaviour management approaches used. Positive behaviour management aims to equip students to take responsibility for their own behaviour.

We stress the relationship between the choices that students make about their behaviour and the consequences applied by the staff at Great Marlow School. For example, good behaviour is promoted and encouraged by the use of rewards. However, when behaviour is not of the expected standard a consequence will be applied in order to help the student make a better choice next time. Students learn to take responsibility for their own behaviour by understanding that their actions have consequences.

6. Classroom Expectations



7. Rewards

Rewards are more effective in motivating students than sanctions. Great Marlow School aims to establish a positive climate through the use of praise, acknowledgement and rewards.

- * All staff praise students with frequent use of encouraging language and gestures in lessons and around school so that positive behaviour and regular attendance are instantly recognised.
- * SIMs achievement points are awarded to students for outstanding achievement and/or effort in the curriculum, in behaviour, and in acts of citizenship for the school and wider community.

- * Any successes, whether accomplished in school or in the wider community, will be recognised through assemblies or website articles whichever is the most appropriate.
- * The displaying of student work is a method of celebrating and recognising student effort and achievement in curriculum areas.
- * Postcards, Certificates and Prizes are awarded to students at key points during the year to recognise individual effort, progress and excellence.
- * Students will be nominated by staff for a Headteachers award to recognise individual effort, progress and excellence in school or in the wider community.

8. Sanctions

Relevant sanctions are implemented to promote positive behaviour in school and in the wider community. Sanctions will be applied by the member of staff involved in the initial incident, with the aim of **repairing** and **improving** relationships and teaching the consequences of actions.

Sanctions are more effective when parents/carers, staff and students work together in order to achieve the best outcome for the school and the wider community. This integral relationship between school and home is crucial in ensuring that all students have the opportunity to release potential and achieve excellence. The sanctions are carefully considered, fair and are administered as part of a staged response. (See Appendix 1). Great Marlow School staff will always adopt a fair and consistent approach to behaviour management in order to create the very best environment for students to learn.

8.1 *Removal from a lesson*

If a student's behaviour is not as it should be and has not met the expectations of the teacher, they may be asked to work in an alternative room within the subject area for the remainder of that lesson. This is to ensure that learning can continue, and further disruption does not take place. This will be followed up by the member of staff to ensure that the student is clear about the purpose of the removal and the arrangements for the next lesson.

8.2 *Exclusion from Specific Lessons*

As a result of persistent disruptive behaviour, a HoD may arrange for a student to work under supervision in another classroom for a fixed number of lessons. Parents/carers will be informed that this arrangement has been implemented.

8.3 *Internal Isolations*

As a result of persistent breaches of the school's behaviour policy, students can be placed in internal isolation which will mean working in a specific location in school, usually with the DoL, SSO or a member of the LT completing the same work as their class peers. This would be considered as an alternative to suspension or as a sanction prior to suspension. Parents/carers will be informed that this sanction has been implemented.

8.4 *Detentions during the School Day*

Students may be detained during their breaks, with the proviso that time is allowed for them to eat lunch, visit the toilets and their lockers.

8.5 *Detentions after School*

Section 5 of the Education Act 1997 gives schools the authority to detain students after school on disciplinary grounds without the consent of the parent/carer providing that:

- The school has taken reasonable steps to ensure that parents/carers are aware of the behaviour for learning policy.
- The detention is justified and proportionate to the offence. In most circumstances the detention should be no longer than 1 hour.
- Account has been taken of special circumstances about individual students, for example, age, special educational needs, day of religious observance, the need for transport home. If the parent/carer cannot collect the student that day or make reasonable alternative arrangements, the detention may be deferred to another date after consultation with the appropriate member of staff.
- All detentions will be recorded on the school behaviour tracking system

9. Behaviours that are Classified As 'Serious'

Any incident of a serious nature should be reported immediately. If necessary, consult with a member of the LT. The member of staff will then manage the response to the incident and determine any actions to be taken. The information from the incident should be recorded and then entered onto the school's behaviour tracking system.

The student will be asked to make an account of their version of events. This will be recorded as a statement written by the student or notes made by a member of staff during an interview. Accounts of incidents should always be signed and dated by the student and the member of staff involved.

9.1 Racist Incident

A racist incident can be defined as 'any incident which is perceived to be racist by the victim or any other person'. Great Marlow School uses a scaling system (see below) to ascertain the severity and determine the most appropriate action. Any form of racial harassment will not be tolerated; it is expected that all such incidents will be reported to a member of staff. Racist incidents are logged on the school behaviour tracking system. They are, however, dealt with slightly differently as students are spoken to about the impact of their actions and the need to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.

Severity Scale

1. No offence was intended or taken.
2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
3. Hurt or distress was caused, and the student(s) responsible had previously been warned that their behaviour was unacceptable.
4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. Internal isolation will be considered as a sanction for first offenders or incidents where no offence was intended or taken and/or behaviour unlikely to be repeated. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.2 Theft

Students need to be aware that they should, where at all possible, refrain from bringing any valuable items on to the school site. If they do, it is essential that they follow the school procedure to ensure that their valuables are kept safe, e.g., hand valuables in to staff at the start of a P.E lesson. The school cannot take any responsibility or liability for lost or stolen personal items. Any incident of theft should be reported immediately and passed to a member of the STUDENT SUPPORT team.

- Student and any witnesses to be interviewed by a member of staff.
- Parents/carers should always be informed by telephone on the day of the incident and where possible before the student returns home.
- Student Support Officers will seek advice from a member of LT who may find it necessary to inform the police/invite parents into school. Parent/carer's consent should always be obtained before a student is interviewed by a police officer.

- All parties to be encouraged to take part in Restorative Justice meeting if appropriate

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.3 Child on Child Abuse

Great Marlow School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child on child abuse.

All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as ‘banter’ or ‘just growing up’.

All staff recognise that child on child issues may include, but may not be limited to:

Bullying

- Abuse in intimate personal relationships
- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm.
- Sexual violence and sexual harassment.
- Causing someone to engage in sexual activity without consent
- Abuse related to sexual orientation or identity.
- ‘Sexting’, also referred to as ‘youth produced sexual imagery’, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet.
- Initiation of or hazing-type violence and rituals.
- Emotional abuse.

The following will be considered when dealing with incidents:

- Whether there is a power imbalance between the victim and perpetrator, i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC.
- Whether the perpetrator has previously tried to harm or intimidate students.
- Any concerns about the intentions of the alleged perpetrator.

In order to minimise the risk of child on child abuse taking place, the school will:

- Deliver PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like.
- Ensure students know that all members of staff will listen to them if they have concerns and will act upon them.
- Develop robust risk assessments if appropriate.
- Refer to any other relevant policies when dealing with incidents, such as the Child Protection Policy and/or the Anti-Bullying Policy.

We recognise that ‘Upskirting’ involves taking a photograph under an individual’s clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that ‘Upskirting’ is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and Part 5 of the Keeping Children Safe in Education, Sept 2022 to ensure that all staff understand the serious nature of sexual violence and sexual harassment between children in schools.

All Abuse [to staff and/or another student]

- All incidents of abuse will be investigated promptly by the appropriate people in school and where appropriate external agencies will be informed and/or advice sought.
- Any significant abuse of members of staff or students will result in fixed term suspensions and possibly permanent exclusion in some circumstances.
- Any victim of abuse must be referred to School Nurse or a First Aider, to assess the physical condition of those involved, and advise further medical treatment if necessary.
- Report the incident to the leadership team who will decide whether it is appropriate to remove student[s] from lessons while the incident is being investigated
- Incident to be recorded on SIMS and serious incidents referred to LT.
- Leadership team member, Student Support Officer or School Nurse will inform parents of perpetrator and victim on the day by telephone and before the students return home.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.4 Smoking or Vaping

Smoking/Vaping or being in the company of smokers/vapers is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of smoking materials on the school premises, when travelling to and from school or whilst on school visits is also not permitted. On occasions when it is not possible to establish conclusively which students have been smoking, sanctions may be applied to **all** members of the associated group. (See drugs policy for full details).

Sanctions

First

- Contact will be made to parent/carer by a member of the Student Support team to arrange the most appropriate and just sanction, usually an after-school detention.

Subsequent

- Circumstances will always be considered when determining the most appropriate and just sanction. Internal isolation will be a sanction used for most second offenders. For Persistent offenders, a suspension may be justified, and in some cases, a permanent exclusion may be justified after students have been isolated, suspended but continue to flout the rules.

9.5 Alcohol

Drinking alcohol or being under the influence is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of alcohol on the school premises, when travelling to and from school or whilst on school visits is also not permitted. (See Drugs policy). On occasions when it is not possible to establish conclusively which students have been drinking, sanctions may be applied to **all** members of the associated group. (See drugs policy for full details).

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from a school for a fixed period of time, in some cases, a permanent exclusion may be justified.

9.7 Drugs

The taking of or being under the influence of any illegal drugs or other harmful substances is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of any illegal drugs or other harmful substances on the school premises, when travelling to and from school or whilst on school visits is also not permitted. On occasions when it is not possible to establish conclusively which students have been using illegal drugs or other harmful substances sanctions may be applied to all members of the associated group. The police will be informed of any drug-related activity that the school are made aware of. (See drugs policy for full details).

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In the event of a drug related incident permanent exclusion from school may be justified.

10. **Bullying:** (Child on child Abuse Section 9.3 of this policy)

Any forms of bullying can be harmful and will not be tolerated at Great Marlow School. Bullying behaviours can include emotional, verbal, physical, racist, sexual, homophobic, cyber, social and psychological aspects.

Cyber Bullying is sending or posting harmful or cruel images/messages using the Internet or other Social Media platforms. This form of bullying is particularly threatening and will not be tolerated, particularly if it impacts on the school learning environment. In some cases, we will refer the incident of bullying to the most relevant agency/professional for further investigation to be carried out. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Sanctions - circumstances will always be considered when determining the most appropriate and just sanction. In most cases, students will be suspended from school for a fixed period of time, in some cases, a permanent exclusion may be justified.

11. **Truancy** (including repeated lateness to school)

- Truancy identified during a school day – attendance officer to inform parent/carer by telephone as soon as the unauthorised absence has been confirmed
- Form tutor to discuss with student and follow up with parental/carer contact
- Form tutor should report unauthorised absence to attendance officer
- Form tutor and DOL to discuss student's attendance with parent/carer
- If unauthorised absence becomes persistent, DOL will liaise with attendance officer

Sanctions - circumstances will always be considered when determining the most appropriate and just action. This will always be a staged approach which may include a range of detentions to make up missed time. If the issue continues a referral the County Attendance Officer may be justified.

12. **Behaviour on School Buses**

Expected Behaviour

Poor and unacceptable behaviour on buses is not widespread but it is a serious issue. We ask that students follow these guidelines to ensure that journeys are safe and pleasant.

- No bullying
- No smoking/vaping
- No swearing or verbal aggression
- No fighting
- No vandalism

We also ask that students do not:

- Play at the bus stop
- Stand to near the kerb while waiting for the bus
- Get on or off the bus before it stops moving

- Throw things around the bus or out of the bus
- Ring the bell except to stop the bus
- Interfere with safety equipment or emergency exits
- Cross the road until the bus has moved off. Drivers of other vehicles will not be able to see anyone who crosses the road just in front of or just behind a bus
- Lean out of the windows
- Distract the driver
- Leave litter on the transport
- Eat or drink whilst on the transport

Students should stay seated for the whole journey and make sure they have all their belongings as they leave the vehicle. If something is forgotten they should telephone the bus or taxi company.

Parent/carers are ultimately responsible for the behaviour of their children on school transport and are asked to sign an agreement to this effect when they apply for the transport. **The school** will investigate reports of misbehaviour and take appropriate action. **Contractors** are responsible for the safety of passengers once they have been accepted onto the vehicle. Incidents of misbehaviour will be reported to the County Council or the school. Some vehicles may have video cameras which assist with identifying students who misbehave.

Any instances of poor behaviour may result in transport facilities being withdrawn for a set period or permanently. In the event of vandalism contractors may pursue parents for repair costs.

The County Council has a responsibility for the safety of passengers and drivers on school transport and is committed to providing a service that meets the needs of students, parent/carers and schools. We will ensure that the transport provided is operated in a safe and efficient manner and work with all concerned to achieve this. Contractors will be assisted in identifying students who vandalise vehicles and any reasonable action taken against such a student will be supported. In the same way we will support students, parent/carers and schools if they have justifiable complaints against transport contractors or drivers.

13. Off-Site Behaviour

When students are travelling to and from school, are on school visits, work experience, college placements and at sports events, they are representing the school and the school's behaviour for learning policy is still in operation. **Students' behaviour outside school may be subject to the school's behaviour for learning policy where this is reasonable.**

14. Suspensions (see Suspensions and Permanent Exclusions Policy 2022)

The decision to suspend a student will be made by the Headteacher or one of the Deputies in the absence of the Headteacher. The Headteacher should inform the parent/carer immediately by telephone when a decision has been made to suspend a student. The Headteacher can delegate the notification to another member of staff, this would ordinarily be one of the Leadership Team, Directors of Learning or a Student Support Officer. This should be followed up by a standard letter within one school day signed by the Headteacher (or in the absence of the Headteacher one of the Deputies).

Alternatives to fixed term suspensions that could be considered:

- Restorative justice and/or
- Internal isolation/extended day
- A managed move to another school (Repeated suspensions and at risk of a permanent exclusion)
- Referral to ASPIRE (Student referral unit) – (Repeated suspensions and at risk of a permanent exclusion)

In order to prevent repeat suspensions, where possible, a range of alternative strategies may be explored:

- In-house rewards and sanctions
- Meeting between Student Support Officer/DOL/LT, and parents to discuss strategies and targets
- IEP (Individual Education Plan) – if appropriate
- PSP (Pastoral Support Programme) - if appropriate
- Reasonable adjustments - academic/pastoral
- Involvement of outside agencies - if appropriate

Students should always be given the opportunity to give their version of events and have it recorded. Any witness statements should be signed and dated. A check should be made as to whether an incident appeared to be provoked. If provocation is identified as a contributing factor a written record should be made and passed to the Deputy Headteacher.

Work for all suspended students

Students are expected to complete work at home during their period of suspension. This work will be set on Microsoft Teams.

Reintegration.

On their return to school the student and their parent/carers must attend a meeting with a member of the LT/DOL and/or a member of the Student Support team. This meeting should be recorded on the school's behaviour tracking system. A copy of the school behavioural policy can be requested by the parent/carer and is available on the school's website.

The circumstances of every incident will always be considered when determining the most appropriate period of exclusion. In exceptional circumstances permanent exclusion may be appropriate for a first- or one-off offence. These might include:

- A serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug or harmful substance
- Carrying an offensive weapon
- Behaviour placing themselves or others at serious risk (see B5 on Appendix 1)

15. Permanent Exclusions (see Suspensions and Permanent Exclusions Policy 2022)

A Decision to permanently exclude a child should be taken only:

- in response to persistent breaches and/or a serious breach of the school's Behaviour for Learning Policy, and
- if allowing the student to remain in school would harm the education or welfare of the student or others in the school community

16. Support

a) For Students

In order to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society the school offers the following support:

- Tutor support daily as and when required
- Parental/carer contact by Tutor
- Referral to Student Support Officer who will determine the most appropriate support for the student
- Use of different reports to monitor behaviour and well being
- Referral to SEN if deemed appropriate
- SENCo led intervention
- Referral to the local PRU for outreach and placement
- Referral to other external agencies for targeted support

b) Support for Parents

- Home-School agreement to clarify expectations
- Regular information to parents through our school website
- Access to their child's data via the school's behaviour tracking system
- Information evenings at the start of each academic year
- Tutor in place to be first point of contact for pastoral concerns
- Subject teacher in place to be first point of contact for curriculum concerns
- Opportunities to meet teachers at parents/carer evenings
- Face to face meetings for early intervention; advice given for strategies to use
- Each year group is overseen by a Director of Learning
- Referrals are made to relevant outside agencies
- Readmission meetings after exclusions to avoid future problems

17. Personal Music Players/ Phones, Jewellery and Confiscation

To ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society it is at times necessary to search, retain, confiscate or dispose of student's possessions.

16.1 Music Players

These items must not be used during the school day [the only exception being sixth formers in their common room]. If these items are seen during the day, the music player and headphones will be confiscated and handed into reception. On the first occasion, the student may retrieve the player and headphones at the end of the school day. On subsequent occasions they will be confiscated for a longer

period of time. A record will be kept by the front office so that the confiscation of headphones can be monitored.

16.2 Mobile Phones

Mobile phones are only to be used when authorised by the teacher responsible for the class. Any breach of this rule will result in the phone being confiscated and safely stored in the main reception. On the first occasion the student will have the opportunity to discuss the matter with the Headteacher/Deputy Headteacher and potentially retrieve it at the end of the day. On subsequent occasions they may need to be collected by a parent/carer at a meeting. A record will be kept by the front office so confiscation of mobile phones can be monitored. If unauthorised use of a mobile phone becomes a persistent issue, then it may be a requirement that the student does not bring a mobile to school or alternatively leave the mobile phone in reception for the duration of the school day.

16.3 Jewellery and Other Non-uniform Items

Items that do not comply with the uniform or sixth form dress codes will be confiscated, and the item will then be held in safekeeping at reception and returned to the student at the end of the day. If the issue persists then the parent/carer will be required to attend a meeting to discuss the issue with a member of the Leadership Team.

One small discrete stud is permitted in each ear. Any additional facial piercings such as eyebrow, lip, nose or tongue are not allowed, and students will be requested to remove these immediately. To avoid financial loss and the inconvenience of having to remove new piercings we advise that students do not have these done during term time as this rule is non-negotiable.

16.4 Extreme Hairstyles

No extreme haircuts, styles or colours are permitted at Great Marlow School. Any hair colouring must be of a natural tone, tram lines are not acceptable, and no student should have hair shorter than a grade 1. Students who fail to comply with this will be asked by the Tutor/DOL/SSO to correct their hair style within a week. If they fail to co-operate then the Tutor/DOL/SSO will speak to the parent/carer to seek a resolution as soon as is practical. In extreme cases it may be necessary for a student to be taken out of school circulation for a period of time.

18. Weapons and Searching

The school reserves the right to conduct and search any student without their consent, in line with the DfE Searching, Screening and Confiscation advice for headteachers, school staff and governing bodies. If the school has a reasonable suspicion, or a concern that a student is in possession of or involved in any activity which compromises their health and safety or the health and safety of others, the school will conduct a search or involve the police in conducting a search. Students who either are in possession or who have brought an offensive, dangerous or illegal weapon onto the school premises may be considered for permanent exclusion. The Police will be informed immediately.

Staff may search students without their consent if there is suspicion that the student(s) may be in possession of an illegal substance (e.g. a controlled drug), weapon or items banned under school rules (e.g. cigarettes/tobacco).

19. Physical Intervention/Use of Reasonable Force

Staff are permitted to use reasonable force to prevent students from placing themselves or others in harm's way. The decision whether to intervene in such a situation is a matter for the professional judgement of the staff member and should always depend on the individual circumstances. No-one should feel obliged to intervene physically and where they do it must be reasonable i.e. no more force than necessary. For further information please see the Department for Education Guidance, 'The Use of Reasonable Force', Advice for Headteachers, Staff and Governing Bodies, July 2013.

20. Monitoring and Evaluation

- i. All B2 to B5 behaviour incidents are to be recorded on the school's behaviour tracking system by the **member of staff who first dealt with the incident**. They will report the details of the incident and the action they have taken.
- ii. SIMS will be used to identify patterns and trends of behaviour for individuals, year groups and across the school.
- iii. **Form Tutors** to collect and record numbers of rewards and track behaviour trends within their group. Intervention strategies should then be agreed between the **Tutor** and the **Director of Learning** and **Student Support Officers** at Key Stage meetings.
- iv. **Directors of Learning** and **Student Support Officers** will undertake SIMS analysis of each Year Group each half term and use the information to plan appropriate intervention strategies at individual and year group level. They will monitor the distribution of sanctions by gender, ethnicity and SEN stages. Patterns and trends at a whole-school level will be identified by focusing on exclusions, internal exclusions, after school detentions, student incident reports on SIMS by subject, period, day, incident type, member of staff and department. **Directors of Learning** will discuss trends and strategies with their line manager.
- v. **Student Support Officers** will monitor behaviour reports and produce half termly records. Students with up to 10 points will be discussed with form tutors; 10-20 points SSO will meet with students, above 30 points SSO will meet with student, monitor, invite parents in and devise strategies to modify behaviour.
- vi. **Student Support Officers** will initiate half-term data reports for Heads of Department and tutors. **HoD** should monitor incidents of negative behaviour to identify "hotspots" and types of behaviour. Strategies for tackling these should be discussed in Department meetings and effective practice shared. In their line manager meetings, **HoD** will discuss trends and strategies relating to the behavioural issues in their department. If appropriate, this should be reflected in the Departmental Improvement Plan and the Department Self-Evaluation.
- vii. The Deputy **Head** (Care, Guidance and Support) will meet regularly with SSO for feedback on trends and intervention strategies. There will be a half termly report to the Leadership Team and termly to the Trustees' Curriculum Committee.
- viii. The evaluation of the effectiveness of the policy will be undertaken by the **Assistant Headteacher** (Care, Guidance and Support) on an annual basis involving both a sample of students and staff.

21. Prevent Duty

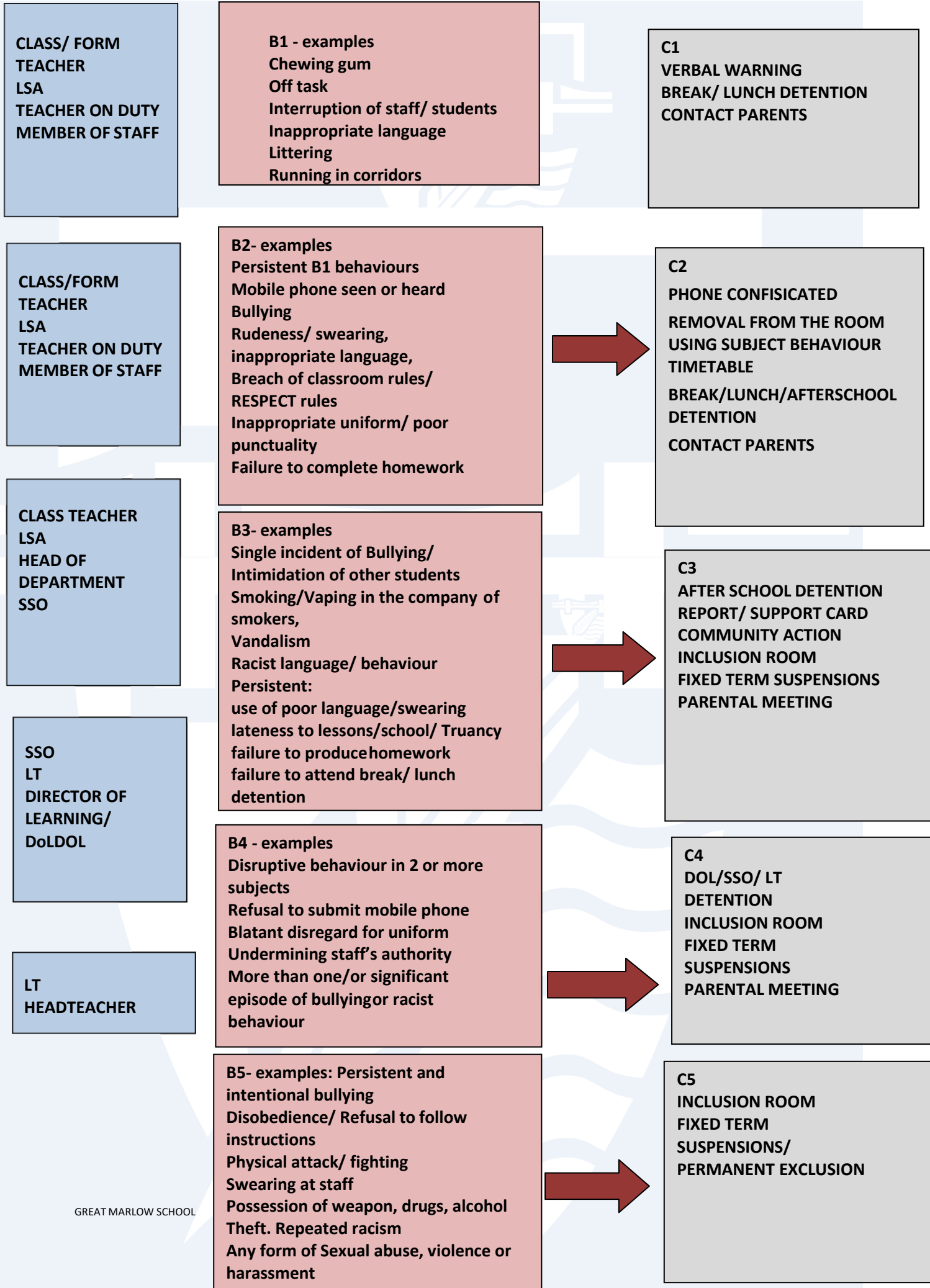
Great Marlow School recognises the possibility that exposure to extremist influences and materials can lead to safeguarding concerns.

Under section 26 of the Counterterrorism and Security Act (HMG, 2015), schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Please refer to The Safeguarding and Child Protection Policy for further information.

Great Marlow School

Appendix 1



Appendix 2

Rewards at Great Marlow

School Years 7 - 13

50 housepoints	Postcard from form tutor
75 housepoints	Postcard from form tutor
100 housepoints	Postcard from the Director of Learning
125 housepoints	Postcard from the Director of Learning Key Stage
150 housepoints	Postcard home from an Assistant Headteacher
175 housepoints	Postcard home a Deputy Headteacher
200 housepoints	Postcard home from the Headteacher

Headteacher Certificates

Headteachers Certificates awarded weekly from teacher nominations (worth 30 housepoints) for exceptional demonstration of one or more of the 6Rs