

Policy Title: Behaviour Policy

Mortimer



Leader: Mr. S Pickersgill

Review Date: September 2024

OVERVIEW

The governing body at Mortimer Community College adopt the following policy.

The behaviour policy at Mortimer Community College recognises the key contribution that good behaviour makes to every aspect of achievement and learning. An atmosphere of mutual respect must be fostered to create a safe and secure atmosphere in the classroom and the school - for both students and staff. It is important to ensure that the learning atmosphere is established from the start and is regularly emphasised throughout the year.

Staff at Mortimer Community College recognise that they are not able to control students' behaviour in every circumstance. It is recognised that the only behaviour over which members of staff have direct control is their own; as such, there is a responsibility upon each member of staff to apply the school's behaviour policy and ensure that sanctions are inevitable wherever students make a bad choice regarding their behaviour. The expectation upon all students and staff is that every lesson each individual makes progress. A school that is not able to positively influence the behaviour of its students will never be able to deliver any of its other objectives. Therefore positive, and consistent, behaviour management procedures are fundamental for the delivery of an effective education. Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all students.

PURPOSE

1. To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
2. To ensure all students develop the good learning habits that they need to be successful in school and life.
3. To realise and celebrate the potential of all students through promoting independence and self-discipline.
4. To create an environment in which students are able to become mature, self-disciplined, industrious young people who are able to accept responsibility for their own actions.
5. To form an active partnership with families, in order to encourage excellent behaviour and establish improved patterns of behaviour where there are difficulties.

These aims are supported by: regular and appropriate in-service training; close parental and community links; student organisation; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities and events aimed at pulling together the different life experiences of groups within Mortimer Community College.

BEHAVIOUR CURRICULUM

It is important to remember that behavioural standards at Mortimer Community College are very good and that the majority of students go through their school life avoiding any sanctions.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct is less likely.

Our behaviour curriculum defines the expected behaviours at Mortimer Community College; it is an agreed understanding of the key habits and routines used to reinforce expected behaviour that creates a “calm, safe and supportive environment”. We define these as our **EXPECTATIONS** and students are routinely inducted to, and reminded of, these expectations. These expectations are to be followed to make sure all students receive consistent behaviour support. The implementation of these expectations will limit disruption and promote a school culture where students can learn and thrive.

EXPECTATION 1: PUNCTUALITY & ATTENDANCE

Students who wish to succeed always attend school and are on time. We are trusting that students will arrive by 8.45am each day and be in their designated area so that they are ready for the day’s learning. Failure to be in the school grounds by 8.45am may result in a **30-minute detention on the day the lateness occurs**. Students who arrive late to school are expected to sign in at Reception. Students who are repeatedly late may be issued with a **60-minute detention on the day the repeated lateness occurs**.

Students are expected to attend school every day of the year. Attendance less than 96% is not good enough and the school would expect this to only be the case for students with serious medical issues. If students are ill, parents/carers must contact the school on the morning of each day of absence; if requested, they must supply medical evidence. Any planned absence should be requested in writing to the Attendance Officer. **Any holiday request during term time will be refused**. We trust that parents/carers will only request leaves of absence in exceptional circumstances.

EXPECTATION 2: CORRECT UNIFORM

Students who wish to succeed wear correct uniform. It is important that our students take pride in themselves and in our school. It is important that students contribute to our common routines, such as removing coats/jackets when in the building and when asked to do so. If students breach any one part of our uniform code, then they will be isolated until the uniform is corrected. We will do this to ensure that all of our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code, and some do not. Further details around specific uniform expectations can be found on the school website: <https://mortimercommunitycollege.co.uk/media/sopche1s/mortimer-uniform-leaflet-2023-2024.pdf>.

EXPECTATION 3: ON-TASK BEHAVIOUR

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for students to remain on task, **but we will remind them that they learn best when they are concentrating**. It also means that other students can learn without disruption and allows the teacher to teach what they have planned. Students are expected to move with purpose on the stairs and along corridors, following our one-way systems. When in whole

year group events or assemblies, students are expected to remain in silence until they are invited to speak by the member of staff leading the event or assembly.

Students who fail to respond to a series of off-task reminders (such as a verbal warning or moving seats) and continue to demonstrate off-task behaviour will have a **30-minute detention on the same day as the off-task behaviour**. Continued disruption in one lesson may result in removal to another class (Friendly Neighbour) to complete work for the remainder of the lesson. Further disruption in the Friendly Neighbour classroom will be recorded as a serious incident and will result in a **60-minute detention** or suspension. In addition, refusing to go to a Friendly Neighbour classroom will be recorded as serious incident and will result in a **90-minute detention** or suspension.

When a student has one occasion of off-task behaviour, Heads of Year, or Key Stage Coordinators, will be informed the same day. Students will be spoken to and warned that a further incident of unacceptable behaviour will result in **an extended detention on the same day until 4.00pm**.

EXPECTATION 4: NO ANSWERING BACK

We know that students who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that students learn self-discipline. If an adult tells a student to do something, we expect it to be done straight away. We expect students to trust staff and to never question an adult's decision anywhere in the school. If students fail to demonstrate this learning habit, they will have a **30-minute detention on the same day** they failed to demonstrate this vital learning habit. Students will be spoken to and warned that a further incident of unacceptable behaviour will result in **an extended detention on the same day until 4.00pm**.

EXPECTATION 5: MOBILE PHONES AND EQUIPMENT

Mobile phones are not to be switched on or seen in lessons. We would strongly recommend students do not bring a mobile phone into school. If a member of staff sees a mobile phone in lessons, students will be asked to put their phone away. If a student refuses, or if it is seen again, they will be removed to another class (Friendly Neighbour) to complete work for the remainder of the lesson. A **30-minute detention on the same day will be issued**. Further disruption in the Friendly Neighbour classroom will be recorded as a serious incident and will result in a **60-minute detention** or suspension. In addition, refusing to go to a Friendly Neighbour classroom will be recorded as a serious incident and will result in a **90-minute detention** or suspension.

We expect all students to have a bag suitable for carrying school books and equipment. As a minimum, students are expected to have a black/blue AND red pen, pencil, ruler, and pencil case. It is advisable to also have spare equipment.

Failure to bring the outlined equipment, and a suitable bag, may result in a **30-minute detention** on the same day. Stationery can be purchased before lesson one, and during breaktime and lunchtime, at the equipment store behind the school theatre.

It is also advisable for students to bring in their own Casio scientific calculator fx-83GTX, or the slightly newer model fx-85GTX.

EXPECTATION 6: HOMEWORK

Students who wish to be successful complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their

organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Students who fail to meet a deadline will be expected to complete the homework for the following day. Failure to meet this extension will result in a **30-minute detention on the day** of the extended deadline.

SANCTIONS

Maintaining a positive culture requires constant work. Schools should positively reinforce the behaviour which reflects the values of the school and prepares students to engage in their learning. Sometimes, a student's behaviour will be unacceptable; students need to understand that there are consequences for their behaviour. Often, this will involve the use of reasonable and proportionate sanctions.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- removal of student to another classroom (Friendly Neighbour) to complete work;
- the setting of written tasks such as an account of their behaviour and/or copying out expectations;
- school based community service, such as tidying a classroom;
- regular reporting, including early morning reporting; scheduled uniform and equipment checks; or being placed "on report" for behaviour monitoring;
- detention (including detention outside of school hours);
- organising alternative provision/a managed move for the student;
- confiscation of item(s) and disposal;
- suspension;
- in the most serious of circumstances, permanent exclusion.

DETENTIONS PROCEDURE

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is a period of time (up until **4.30pm**) where the students are required to remain under supervision of school staff when their peers have been allowed to go home, or to break.

The Department for Education has published guidance¹ on how schools should deal with poor behaviour. This states that schools can issue same-day detentions on any school day where the student does not have permission to be absent. All members of staff, including support staff, can impose detentions. Furthermore, the guidance also states that parental consent is not required for detentions. However, as we operate a same day detention procedure at the end of the school day **until 4.30pm**, where possible and practical, a notification will be given via a text message/ClassCharts message to the parent/carer.

If a student fails to attend a detention, or fails to meet the expectations during the detention, a further longer detention will be issued for the following day, or a suspension may be issued.

When a detention is issued, it should be done so consistently and fairly by all staff. To ensure this, we operate a centralised detention system. This is supervised by members of the pastoral team at break times and after school up until **4.30pm**. Students are expected to copy out our school expectations following our school presentation rules; this process is well known to all students and staff.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

SERIOUS INCIDENT PROTOCOL

When a serious incident has occurred, a full investigation will be undertaken. Depending on the nature of the incident, this may involve taking statements from students and staff where needed. At times, we may need to isolate a student during an investigation. When we have completed our investigation, and the appropriate sanction (detention, multiple detentions, suspensions and permanent exclusion) has been decided, parents may be contacted by phone and/or asked to attend the school to discuss the incident to ensure we have no repeat of the incident, and can put in place any relevant support.

SUSPENSION, EXCLUSIONS, MANAGED MOVES AND OFF-SITE DIRECTION

Good behaviour in schools is essential to ensure that all students benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Head Teachers and can be used to establish high standards of behaviour in schools, and maintain the safety of school.

The school will follow the [Suspension and Permanent Exclusion from maintained schools](#) guidance issued by the Department for Education.

This would usually be as a result of aggressive and/or violent behaviour, persistent disruptive behaviour, or serious defiance which is having a detrimental effect on the learning or welfare of others, or behaviour which is deemed prejudicial to maintaining good order in school, by school staff and leaders. This list is not exhaustive, and outcomes will be at the Head Teacher's discretion.

Detention	Serious Incident (multiple detentions for up to 90 minutes each day, suspension or permanent exclusion)
Not responding to an off-task reminder Missing a deadline Late to school/lesson Poor effort/work No homework Chewing gum Using a mobile phone No PE kit Failure to follow the dress code Inappropriate language over heard by a member of staff Misuse of school equipment Dropping litter in the school Plagiarism/copying	Refusal to follow the dress code (defiance) Refusal to follow staff instructions (defiance) Truancy Use of any physical force in school Damaging school property or another student's property Sexual harassment/assault Possess/use/distribute illegal drugs Inappropriate language directed at a member of staff Failure to attend a detention Misuse of school computer equipment (see Student Acceptable Use Policy) Misuse of mobile phone Fighting with another student Bullying Online/Cyber bullying Misbehaviour at any time that could have repercussions for the orderly running of the school Misbehaviour at any time that poses a threat to another pupil or member of the public Misbehaviour at any time that could adversely affect the reputation of the school Malicious or threatening behaviour/communication with other students/staff in person or online Abusive language Racial abuse Homophobic/biphobic/transphobic verbal abuse towards another student or staff member

	Swearing that can be attributed to LGBT+ characteristics LGBT+ taunting and harassment LGBT+ graffiti Homophobic, biphobic and transphobic bullying Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Smoking/vaping on school grounds/surrounding area Assaulting a member of staff False allegations against a member of staff Dangerous behaviour (including bringing illegal weapons/items into the school - including items that are imitations) Theft/handling stolen goods Arguing with staff Not meeting expectations on more than one occasions in a school day/week
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This list is not exhaustive and outcomes will be at the Head Teacher's discretion

PASTORAL & SEND SUPPORT

Where students are presenting an issue across curriculum areas, as identified by Assistant Heads of Year, Heads of Year or Key Stage Coordinators, or it is deemed that they would benefit from close monitoring by other staff, they will be placed on Head of Year Monitoring Report. We may also establish an Individual Behaviour Plan (IBP) and/or a Pastoral Support Programme (PSP) to bring about an improvement in behaviour. Pastoral staff will work closely with the SENDCO for any student with additional needs, where those needs might affect behaviour, to ensure support is in place.

Measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying, are put in place through on-going monitoring of incidents, and early intervention (e.g. in lessons and assemblies, and through liaising with external agencies and parent/carers). For more detailed information, see our Anti-Bullying Policy.

GOVERNORS MEETING

The school governors may request to see a student and their parent(s)/carer(s) in serious cases of persistent poor behaviour, and when the student is at risk of permanent exclusion. As part of this meeting, the school governors may direct any registered student to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the student.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction students for, include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;

- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

The schools will collaborate with local authorities to promote good behaviour on school transport.

In response to non-criminal poor behaviour and bullying which occurs off the school premises, or online, and which is witnessed by a staff member or reported to the school, sanctions that will be imposed on students will be considered by the Head Teacher, Deputy Head Teacher (Pastoral), SLT, DSL, Key Stage Coordinators and Heads of Year. Each reported incident will be considered, and a suitable or appropriate sanction will be imposed where necessary. These sanctions will range from detentions, multiple detentions, suspension, or even permanent exclusion.

In cases when a member of staff or Head Teacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and school should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

When making a report to the police, it may be appropriate to make, in tandem, a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), in most cases the DSL would take the lead. They will also consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the DSL will follow the Child Protection Policy Guidance.

Depending on the outcome of the investigation, possible sanctions will include detentions, multiple detentions, suspension, or even permanent exclusion.

SEARCHING, SCREENING AND CONFISCATION

Searching, screening and confiscation can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The school will follow the advice detailed in this guidance for schools: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671122/Searching_Screening_and_Confiscation.pdf).

The Head Teacher, and staff they authorise, have a statutory power to search a student, or their possessions, where they have reasonable grounds to suspect that the student may have a prohibited item listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of, any person (including the student);

- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

The school has also identified the items below as part of our school rules that are banned by the school, and for which a search can be made:

- E-cigarettes (vapes);
- Energy drinks.

A 'prohibited item' is defined in subsection (3) of [Section 550ZA of the Education Act 1996](#).

POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and/or around school. The school will follow the advice on the [use of reasonable force](#) as set out by the Department for Education.

The Head Teacher, and authorised school staff, may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been, or is likely to be used, to commit an offence, cause personal injury, or damage to property.

Force **cannot** be used to search for items banned under the school rules.

REWARDS

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

POSITIVE POINTS

Around the school, and in lessons, staff members will use positive points within ClassCharts to signal to students that they are exceeding our expectations. Positive points gained by students will allow them to move up through the 9 reward levels.



LEVEL 7 CYAN

LEVEL 8 GREEN

LEVEL 9 VOLT

Rewards, such as postcards, letters home, stationery, acknowledgement events, HOY/SLT/Governors recognition and invites to our awards evening, are linked to each level.

STUDENT OF THE WEEK

Each week, all staff can nominate their 'Student of the Week'. Students may be nominated for hard work, strong progress, or for displaying a real commitment to the school or the local community. Student of the Week nominations will be communicated via the school's social media accounts and ClassCharts.

POSTCARDS HOME

Each term departments will nominate students for their outstanding achievement, or greatly improved effort, within subjects. Certificates will be presented to students and the achievement shared with parents via ClassCharts.

REPORTS TO PARENTS

Our report to parents provides an opportunity for students to gain recognition for their effort and progress across all subject areas over the academic year.

INTER-FORM COMPETITION

The form system is an integral part of our pastoral system. By being a member of the form class, students and staff are encouraged to show team spirit as all of the forms will be involved in inter-form competitions. There are many inter-form competitions that will take place throughout the year from all areas of school life. This blend ensures that everyone has a chance to represent their form in something that they are good at. Inter-form competitions will include our sports day, spelling bee, creative writing competition, talent contest and maths challenges amongst other things, such as attendance and punctuality. Points will be awarded for taking part and for winning, and these points will be added to the form total over the year.

CLASSCHARTS

We use ClassCharts to enable parents/carers to track their child's positive and negative behaviour points, access their weekly timetable, view assigned homework tasks and see any digital badges that have been awarded. Students and parents/carers will receive information about creating an account; Heads of Year will be available to support with any issues around access.

Both positive and negative behaviours are recorded in ClassCharts.

POLICY REVIEW

This policy document will be reviewed in September 2024.

Signed by: *S. Coldwell*

Chair of Governors