



**Marshland**  
HIGH SCHOOL

# Behaviour Policy

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## Contents

1. Purpose of Policy.....	2
2. Leadership and Management .....	3
3. School Systems and Social Norms .....	6
4. Staff Induction, Development and Support.....	14
Appendix 1 – Prohibited and Banned Items .....	15
Appendix 2 – Marshland Uniform .....	16

## 1. Purpose of Policy

### 1.1 Objectives of Policy

Our aim is to create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, supportive environment. We strive for our students to uphold our school values and develop character traits that will enable them to have a capacity to engage in lifelong learning. We will ensure that we have an established whole school approach to maintaining high standards of behaviour that is applied consistently and equally to all students.

### 1.2 Creating the Right Culture

Marshland High School is an inclusive community, which is dedicated to the needs of the individual. A community where we strive each day to promote and develop our core values, developing resilience, laying the foundations for a lifetime of enjoyment and happiness. We aim to promote positive social norms and clear routines throughout our school, where students demonstrably show their understanding and support for our school values:

- Respect – Engage perceptively with the world around us, showing understanding, treating people with dignity and celebrating diversity
- Responsibility – Gain an appreciation and understanding of our role in our school, providing leadership opportunities, a sense of belonging and achievement
- Kindness – Be an empathetic community, understanding the feelings of others and supporting the needs of those we learn and work with
- Honesty – Earn the trust, loyalty and confidence of others in our community and be true to our own feelings to strengthen our relationships with others
- Perseverance – Show very positive attitudes to our learning, recognising ‘failure’ as an opportunity to learn, always seeking to do our best and never giving up

### 1.3 Relevant Policies and Statutory Duties

- Teachers’ Standards - Guidance for school leaders, school staff and governing bodies
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

## 2. Leadership and Management

### 2.1 Roles and Responsibilities of Staff

Everyone within our school community has a responsibility for ensuring and maintaining a strong positive behaviour culture.

**The Headteacher** is responsible for setting the ethos and culture within the school. They are responsible for ensuring that the senior leadership team, teaching staff and wider staff actively support the maintenance and implementation of our school values, routines, policies and practices that create high expectations of behaviour and positive social norms. The headteacher is responsible for ensuring senior leaders are highly visible throughout the school day and will routinely engage with all stakeholders to maintain a safe and supportive learning environment. The headteacher has the overall strategic oversight for student removals from classrooms. The Headteacher has the authority to consider suspension from school and permanent exclusion from school.

All senior leaders will ensure that all staff understand the behaviour systems and routines that maintain a positive behaviour culture and will support staff with appropriate CPD.

**The Deputy Headteacher with responsibility for behaviour** is responsible for having a strategic and operational overview of behaviour within the school. They are responsible for closely and frequently leading, monitoring and evaluating the behaviour culture within school. This will be achieved by collecting and analysing behaviour qualitative and quantitative information/data, including removals, detentions and suspensions. They will consider repeat offenders and those of protected characteristics including Pupil Premium, SEND and LAC. They will collect information/data through focus groups and anonymised surveys of all stakeholders, including staff, students and parents. The Deputy Headteacher with responsibility for behaviour will be proactive in making changes to practices and routines to ensure the highest standards of behaviour throughout the school. They will also be proactive in arranging all appropriate and necessary training for groups and individual staff to support them with maintaining good behaviour management practices.

**Teaching staff** will encourage a high standard of behaviour at all times in all areas of the school. Teaching staff will seek to highlight and reward students who model high behaviour expectations and behaviours. They will do so through our school rewards system and their professional relationships with students. They will consistently apply all school routines, including the use of SLANT. Teaching staff will challenge all unacceptable behaviours and use teaching strategies to ensure a calm and purposeful environment including using strategies to allow students to "recover" their behaviour (de-escalation). Teaching staff will implement sanctions to students including the issuing of detentions where appropriate. Teaching staff will engage with all training opportunities provided by the school to support a positive behaviour culture.

**Pastoral Staff** will support with maintaining a purposeful school environment and will maintain a visible presence around school. They will challenge unacceptable behaviours and reward positive behaviours. They will analyse behaviour data and make decisions about what support is put in place for those who display challenging behaviours. They will engage with parents, carers, social workers and virtual school headteachers, informing them when behaviours are showing concern. Pastoral staff will support students on behaviour plans and work with students in order to allow students to be reflective of their own behaviours in order to change. Pastoral staff will implement rewards and sanctions to students including the issuing of detentions where appropriate. Pastoral staff will consider the link between behaviour and safeguarding concerns.

**Other Staff** will support the positive culture in school acting as role models to students, challenging unacceptable behaviours and acknowledging positive behaviours. They will be consistent in their approach and will communicate any concerns to teachers, pastoral team and senior leaders (as appropriate).

## **2.2 Systems**

A clear system for behaviour management and routines is in place that is communicated to staff, students and parents/carers. This system will be routinely applied consistently across all areas of the school to all students. The school system for behaviour management reflects our school values. The behaviour system is an escalating system as follows:

**Verbal Warning/Reminder** – students are warned and or reminded of our expectations in the first instance so that they are able to correct their behaviour.

**C1** – A C1 is issued and recorded if following a warning the behaviours are repeated. If two C1s are issued in one day, a 20-minute lunchtime detention will be issued which will be sat 48 hours after the student has received the detention. If following a C1 in a lesson the behaviour continues the teacher will provide a short period of “time out”. When appropriate the student will return to the lesson.

**C2 - Removal from the lesson** – Being removed from the lesson is a serious behaviour sanction that is only considered when other strategies have had no impact and the disruption of learning for others means a student has to be removed. The student will be removed to the isolation room in order to continue working. At this point a pastoral manager will discuss the removal and circumstances. An afterschool 45-minute detention will be issued. The detention will be sat 48 hours after the student has received the detention. If the student has a social worker, then the social worker will be informed as well as the Virtual School if the student is looked after.

**C2 - Outside Lesson** – This is a sanction that can be issued to students by Teachers, Pastoral staff and the Leadership Team. This is issued if a student displays unacceptable behaviour (see below) outside of lessons and 45-minute detention will be issued. The detention will again be sat 48 hours after the student has received the detention. Again, if the student has a social worker then the social worker will be informed as well as the Virtual School if the student is looked after.

Where there is a concern around repeat C2s for the same subject or issue, parents will be invited into school for a meeting.

**C3 - Report** – For students who have received a number of C2s within the period of a half term, a C3 report will be considered. A parental meeting will be arranged to discuss the

concerns and the student will be placed on a 2-week monitoring report. For children with a social worker, the social worker and if relevant the Virtual School informed. Following the two weeks, a review will decide if it should continue, be removed or escalated to a C4 report. The school reserves that right to place a student on a C3 report for other reasons (for example, a student who has accumulated an unacceptable number of C1's, a student who demonstrated repeated poor punctuality to lessons, a one-off serious incident).

**C4 - Report** – For students who have not shown improvement on a C3 report, a C4 report will be issued. A C4 report is a Pastoral Support Plan. Parents or carers are invited into school to discuss the behaviours that have led to a C4 report. A plan of support is made in order to improve behaviours. This may require a referral to outside agencies such as the Local Authority/SEN specialists/Early help/Mental Health Professionals. If not already on the school SEN register a pupil will be considered by the SENDCo for placement on the register due to SEMH difficulties. The C4 report will last for 4 weeks with a review after 2 weeks. At the end of 4 weeks, a student will be either removed from the report, an extension to the report agreed, or in the event of no improvement in behaviour whilst on a C4 report, consideration for direction off-site or alternative provision (where appropriate). Where an extension is granted, the parents and their child may be required to attend a Governor Behaviour Panel to discuss behaviour concerns. The failure of a C4 report could lead to permanent exclusion from school if all supportive measures have been exhausted, which is a very last resort.

**C5 - Report** - For students who have not shown an improvement on a C4 report, a C5 report will be issued. The pastoral support plan continues. This report is to the year lead (either Assistant or Deputy Head). The C5 report lasts for 4 weeks with a review after 2 weeks. At the end of 4 weeks, a student will be either removed from the report, an extension to the report agreed or escalated to C6.

**C6 - Report** - In the event of no improvement in behaviour whilst on a C5 report, students will escalate to a C6 report (reporting to the Deputy Head). Continued failure at this point will lead to the consideration for direction off-site, or alternative provision (where appropriate), or use of direction off site and managed move (DOWIMM). Where an extension is granted, the parents and their child may be required to attend a Governor Behaviour Panel to discuss behaviour concerns. As a last resort, the failure of a C6 report could lead to permanent exclusion from school, if all supportive measures have been exhausted.

## **2.3 Resources**

Considerable resource is made available to support a calm and purposeful environment where all students can achieve. This includes the use of outside class support through APSAs and the pastoral support team. The staff time budget takes into consideration time for staff to undertake duties during school time to build relationships with parents and carers. Additional funding has been available to support alternative provision and the use of external agencies for vulnerable students. Our behaviour curriculum is implemented through lessons, assemblies, tutor time and Super Learning Days. The behaviour curriculum challenges unacceptable behaviours and rewards positive behaviours.

## **2.4 Governance / Trustees**

The Governing Body and Trustees are responsible for monitoring the work of the school leaders in respect of managing the school's behaviour culture. Trustees receive behaviour

reports on permanent exclusions, suspensions, classroom removals, off site directions, the use of alternative provision and direction off-site (previously known as managed moves). In addition, they receive information on staff behaviour training. Governors and Trustees will challenge leaders on the effectiveness of the school's behaviour policy.

## **2.5 Student Support**

Additional student support is made available to those who consistently fail to comply with the behaviour expectations of the school. In order to support these students, further consideration will be given to the use of one or more of the following;

- Referral to the SENCo
- Use of restorative approaches
- Preventative work with students
- Positive reinforcement of good behaviours
- Referral to outside agencies
- Pastoral support plans
- Identification of behaviour triggers
- Use of off-site direction

We differentiate our behaviour policy based on pupil's additional needs. This may include allowing more take up time for completing tasks, or following instructions, or gaining an understanding of how students have behaved in the way that they have. The SENCo is responsible for communicating these needs to teaching staff and will monitor effectiveness of the strategies used.

Our school will not assume that because a pupil has SEND, it must affect their behaviour on a particular occasion. This is a question of judgement. In making any judgement, designated staff with responsibility for behaviour will assess whether the pupil understood the rule or instruction, and was unable to act differently at the time as a result of their SEND needs.

## **3. School Systems and Social Norms**

### **3.1 School Behaviour Curriculum**

The school behaviour curriculum is aligned with the school core values of Respect, Responsibility, Kindness, Honesty and Perseverance. We expect all students to consistently adhere to our school values in whatever they do. Expectations are routinely shared with students during lessons, assemblies and tutor time.

#### **FREQUENT USE OF PRAISE**

Staff will frequently praise students for modelling our school values, both inside and outside of the classroom.

Examples of praise include:

- Achievement points issued
- Mentions in assemblies
- Contact with parents and carers
- Receiving certificates in assemblies
- Receiving achievement badges
- Recognition as a school prefect or subject ambassador

## **DURING LESSONS**

Students are expected to SLANT during lessons, teachers will use SLANT at the start and end of lessons and at key points during the lesson.

- Sit up straight
- Listen
- Asks and answer questions
- Never interrupt
- Track the teacher

At the start of lessons students are expected to line up outside the classroom where they will be greeted by their teacher. As students enter the classroom, they are expected to greet their teacher, making eye contact. Eye contact aims to build social confidence amongst students as well as strengthen positive relationships and mutual respect. They will then, in silence stand behind their chair, unpack their equipment and wait for the teacher to ask them to be seated. They will then be expected to SLANT.

SLANT will be used by teachers during the lesson to help maintain and support a positive learning climate.

At the end of lessons, students are expected to tidy away in silence and stand behind their chair when the teacher asks. They will then be dismissed from the classroom, acknowledging the teacher, making eye contact and thanking them for the lesson. This creates an orderly classroom environment and one where there is mutual respect between staff and student.

## **LOW-LEVEL NEGATIVE BEHAVIOURS**

Low-level negative behaviours can have a significant impact on the learning of the student displaying the behaviour and the other students in the class. Failing to SLANT, talking when asked not to, not tracking the teacher, failing to work or engaging in off-task behaviour with other students are all considered low level behaviours that will be challenged by the teacher. Teachers will remind students of the expectations so that the student can correct /recover their behaviour. If these low-level behaviours continue a sanction will be issued. Low-level behaviours can occur either inside or outside of the classroom.

## **UNACCEPTABLE BEHAVIOUR**

This includes but is not limited to;

- Bullying including cyber bullying
- Child on child abuse, including sexual violence and sexual harassment
- Discrimination of any kind
- Rudeness to members of staff
- Physical violence
- Aggressive or threatening behaviour
- Disruption of a whole class
- Vandalism
- Theft
- Refusal to follow instructions from members of staff
- Smoking/Vaping
- Repeated breaches of the school behaviour policy
- Bringing illegal substances / prohibited items into school

Unacceptable behaviour is never tolerated in school. All incidents of unacceptable behaviour will be investigated by the pastoral or senior leadership teams to establish what has happened. Any victims of unacceptable behaviour will be supported through our pastoral team. Unacceptable behaviour will be dealt with in a fair and consistent way.

### **3.2 Pupil Transition**

Students entering the school are fully prepared for the behaviour expectations. On entry at Year 6 from our feeder schools, transition visits to the primary school allow our staff to talk to year 6 students about our core values and expectations including the behaviour system. A “jump up day” allows the school to model expectations around SLANT, entry and exit to classrooms and out of lesson rules. There is an individual transition meeting with each parent prior to starting school.

For students with additional needs, extra transition sessions are completed with the SEN team so that there is time to practice and familiarise how systems work. The school works with any outside agencies supporting the family to develop a transition plan for each student. This plan is then communicated to staff.

If a student arrives mid-year, a transition meeting is held with a Senior Leader where expectations, rules and routines can be discussed. The new student will be allocated a buddy and will be closely monitored and supported over the first 2 weeks by a Pastoral Manager.

### **3.3 Uniform**

We take pride in our school and our pupils, and we think it is important that is reflected in how our pupils look as they go about their studies.

Our uniform is aimed at giving pupils a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Full details of our school uniform and accessories can be found in Appendix 2.

#### **Uniform Consequences**

It is understood that there may be circumstances beyond a student’s control that may affect uniform, for example a medical need. We expect parents to communicate this to the tutor or pastoral manager for the relevant year. They will in turn notify staff of the uniform issue.

Where a student has deliberately failed to meet our uniform expectations a “uniform concern” will be logged on Bromcom (which can be seen by parents on the My Child At School App) and a decision will be made by staff on how to rectify the problem. A parent may be asked to bring in the correct uniform, or a student collected to return home to address their uniform and return to school, or make-up to be removed. In the case of a repetition of deliberately not complying with uniform expectations, a 20-minute lunchtime detention will be issued by either a teacher or member of the pastoral team.

### **3.4 Sanctions**

#### **3.4.1 Behaviour Consequence System (C1)**

If a student receives more than 1 C1 in a day, a 20-minute lunchtime detention will be issued. The detention will be sat 48 hours after the student has received the detention.

#### **3.4.2 Classroom removals (C2)**

These are only issued if all other behaviour management including de-escalation strategies have been exhausted, and the learning of others is disrupted. A student will be placed in



isolation to work for the rest of the lesson, normally returning to lessons the following period. A C2 45-minute detention will be issued. The detention will be sat 48 hours after the student has received the detention.

### **3.4.3 Detentions**

Detentions can be set by Teachers, Senior Leadership Team and Pastoral Managers. Detentions for failing to complete homework are held during the school day at lunchtime. Detentions are compulsory and non-negotiable. School will inform parents and carers about any after school detention 48 hours in advance of the detention taking place.

If a student is issued with a C1 detention at lunch time, it will be the student's responsibility to ensure they arrive on time for their detention and it is done on the day it is expected to be completed. To support students and to give them more ownership and responsibility they will be allowed to arrive at the lunch time detention anytime between 1:30pm and 1:50pm.

A student refusing to attend a detention or arriving late to a detention (for example after 1:50pm for a lunch time detention) will be issued with a 1-hour after-school truancy detention.

The school will normally communicate to parents via email and the My Child At School App regarding any detention that has been set. It is parent's responsibility to ensure they have the facility to receive communications from the school in these forms. If parents have any problems with this or need any support in setting up the My Child At School App they should contact with their child's pastoral manager who will arrange for them to receive support.

If a student has been issued with an afterschool detention, but this causes parents / carers some difficulties, the school will arrange to change the afterschool detention for another day. This rearranged detention must be completed within 5 school days of the original detention that was set. Parents should note that an afterschool detention will only be rescheduled where a parent has made a direct request to the school (ideally the student's pastoral manager via telephone or email). This will enable the pastoral team to be as flexible as they can whilst maintaining the integrity of the school behaviour system.

It remains the parent's responsibility to arrange transportation for their child in regard to detentions. Parents do not have the right to refuse for their child to complete a detention/sanction. However, the school will be as flexible as they can (in line with this policy) in arranging with a parent for a detention to be changed for another day. If a parent has a concern regarding why a detention/sanction has been issued they should raise this with the child's pastoral manager. The school may decide to suspend a detention/sanction whilst the parents concern is investigated.

### **Break / Lunch Time**

Mandatory catch up sessions may be in place for students who are behind on their coursework and / or home learning.

### **After School**

Afterschool detentions are for a period of either 45 minutes or 1 hour depending on the reason for the sanction.

## **Weekend**

The school can issue a weekend detention if in extreme circumstances the student is either unable to complete an afterschool detention, or if a student has received a number of afterschool detentions in a short space of time, or as an alternative to suspension from school. Weekend detentions will be arranged to take place between 9am and 12pm, unless determined otherwise by the school.

## **INSET Day**

The school can issue an INSET day detention if in extreme circumstances the student is either unable to complete an afterschool detention, or if a student has received a number of afterschool detentions in a short space of time, or as an alternative to a suspension from school. An INSET day detention can require a student to attend the school for the normal duration of the school day i.e. 8:40am to 3:15pm

## **Punctuality to school**

Punctuality at school is important to ensure our students start the day correctly and minimise the disruption to other's learning. Detentions for late arrivals will be issued for repeated failure to be punctual to school in the morning and/or lessons. The sanction will escalate for repeated and/or worsening punctuality. To support getting your child into school on time meetings will be arranged with the student's pastoral manager. The school reserves the right to ask a student to complete a lunch time detention for persistently arriving late to school and/or lessons during the day (which may be on the same day).

### **3.4.4 Use of The Bridge (Isolation)**

In addition to classroom removals, a student may also be placed in The Bridge whilst uniform issues are being resolved or a student has failed to attend a detention. The Bridge can also be used whilst investigating a behaviour incident / concern. A student may also access The Bridge for therapeutic and / or health reasons i.e. the student's wellbeing would benefit from being out of lessons for a short period of time. The pastoral and leadership teams will determine whether a student should access The Bridge.

Whilst in The Bridge it is a requirement that all students hand over their mobile phone for safekeeping. If a student refuses to hand over their mobile phone it will be treated as defiance and further consequences may be issued.

### **3.4.5 Suspensions**

Suspensions will only be used as a last resort and at the headteachers discretion, in response to serious and/or persistent breaches of the behaviour policy. Following a suspension, a reintegration meeting will be held to discuss the circumstances leading to the suspension, and if appropriate a C4 Pastoral Support Plan will be instigated. During this meeting pupils will be told that they are valued and that previous behaviour should not be seen as a barrier to future success.

### **3.4.6 Permanent Exclusion**

Permanent Exclusion from school is a last resort and at the headteachers discretion in response to serious or persistent breaches of the behaviour policy; where allowing a pupil to remain in school would seriously harm the education or welfare of others such as staff and pupils in school.

### **3.5 Searching, Screening and Confiscation**

The school follows advice from the DfE “Searching, Screening and Confiscation” July 2022.

#### **3.5.1 Searching**

The school has the statutory power to search a student or their possessions if there are reasonable grounds to suspect that a student has a prohibited / banned item, or an item that could contravene the behaviour policy (See appendix 1).

Only authorised staff will carry out searches as directed by the Headteacher. A student search, where possible, is carried out by two members of staff of the same gender as the student. School will explain to a student why there is a need to complete a search. If a pupil refuses to co-operate with the search, the school may sanction the student in line with the behaviour policy. Searches are carried out in an appropriate space such as an office, away from public areas of the school. Strip searches will not be carried out by school staff. Strip searches would only be undertaken by the police following parental contact.

All students will be given appropriate support irrespective of whether an item is found. Following a search parents will be contacted and the details of the search recorded in CPOMs.

#### **3.5.2 Screening**

Screening can be used by schools, for example walk through or hand-held metal detectors. Marshland High School does not have a screening arrangement in place and students will not be screened in this manner.

#### **3.5.3 Confiscation**

Any authorised member of staff can confiscate any item that they have reasonable grounds to suspect poses a risk to staff or pupils, is prohibited/banned or is evidence in relation to an offence.

On finding any illegal items such as controlled drugs or stolen items, the police will be contacted and the school will follow police guidance. Other substances which are not believed to be controlled but are not allowed in school will be returned to parents / carers.

Staff may examine electronic data held on devices if the school believes that the device contains evidence of a criminal act or a contravention of the behaviour policy. If any item deemed illegal is found, this will be passed on to the police for further investigation. Where content is not illegal the school may ask the student and/or parents/carers to delete.

School powers to discipline enables a staff member to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. The school is not liable for any loss or damage to any item that it has confiscated.

### 3.6 Child-on-Child Abuse Including Bullying

Bullying is defined as the repetitive, intentional harming of one person by another person, or group. Where the relationship involves an imbalance of power. Bullying is therefore deliberate, repeated over a period of time and difficult to defend against. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is never acceptable and the school will always investigate any alleged bullying incidents.

Students learn about what constitutes bullying (including online, cyber and sexual bullying) and the impact on victims and perpetrators via assemblies, the PSHCE curriculum, tutor time and Super Learning days. During tutor time, students read texts that specifically look at aspects of bullying.

Students are encouraged to report bullying to a member of staff. Students are aware that they should report all bullying incidents to their pastoral manager. Students can also report bullying by email to [safe@marshlandhigh.co.uk](mailto:safe@marshlandhigh.co.uk) from their Gmail accounts. Parents and carers can also report bullying by contacting their child's pastoral manager. Staff will report incidents of bullying via CPOMs to the Pastoral Team.

When school is made aware of a potential bullying incident it is investigated by the member of the pastoral team who will take statements from the victim, perpetrator as well as any witnesses or material such as screen shots of messages. A decision will be made as to what sanctions are appropriate and may include one or more of the following;

- Parents contacted
- Parental meetings
- Educational work with the perpetrator
- A restorative meeting between those involved
- A C2 detention
- Removal from class for a period of time
- Suspension from school

### **3.6.1 Child-on-Child Sexual Harassment and Sexual Violence**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also occur through a group of children sexually assaulting, or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable (KCSIE 2024).

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or classed as “banter” or “just having a laugh”

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

School procedures are in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children’s social care
  - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

### **3.6.2 Off School Premises**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **3.6.3 Online Behaviour Incidents**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It poses a threat or causes harm to a member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **4. Staff Induction, Development and Support**

### **4.1 Staff Training**

Staff receive regular training throughout the year on the application of this policy and behaviour management best practice. These take place through INSET days and through staff CPD sessions throughout the year.

Staff receive regular information on:

- The needs of students in school
- Triggers and de-escalation strategies
- How SEND and mental health needs impact behaviour
- Specific needs and strategies for SEND students

### **4.2 Staff Induction**

When new staff join the school, they receive training in how to apply the behaviour policy. This is carried out during their induction. For newly qualified or recently qualified teachers, additional behaviour sessions are made available to support behaviour management strategies.

## **Appendix 1 – Prohibited and Banned Items**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/vaping items/e-cigarettes
- Fireworks
- Pornographic images
- Any article that is likely to commit an offence, or to cause personal injury, or damage to a person or property
- Chains
- Catapults
- Lighters/matches
- Gas cannisters
- Dangerous chemicals
- Sprays/Aerosols of any kind (including deodorants, anti-perspirants, body sprays, aftershave) or anything that omits a spray
- Solvents
- Chewing gum
- Smoke bombs/bangers
- Energy drinks
- Nuts
- Rope/cable ties
- Anything that has been fashioned in to a dangerous item (Sharpened wooden stick or shard of glass)
- Laser pens

## **Appendix 2 – Marshland Uniform (refer to separate policy)**

### **1.1 Objectives of Policy**

Our aim is to have a school uniform policy that provides students with a sense of identity, promotes an environment that is conducive to learning and is affordable.

### **1.2 Affordability**

There are a few items in our uniform that can be purchased only from our uniform supplier - Price and Buckland. Many other items can be purchased from any retail or online shop, allowing parents the choice to shop around for the best price.

All students in Year 7 will be provided with the following compulsory items free of charge:

- 1 school jacket
- 1 house tie
- 1 pair of trousers or a skirt.

These are the only compulsory items that must be procured from the approved school uniform supplier.

All other items of the school uniform, including PE Kit, are not branded and can therefore be purchased from the High Street or online.

Parents who require financial assistance with the purchase of uniform items may receive financial support up to 75% of the cost. Applications with appropriate evidence can be made via the Marshland Finance Office.

### **1.3 Second Hand Uniforms**

To support sustainability, we encourage families to return good-quality used uniform items to school, which allows us to donate or share with other families who may be experiencing difficulties.

## **2. Marshland School Uniform**

### **2.1 Compulsory uniform consists of:**

- Grey jacket with blue heron logo and trim
- Grey trousers for boys and girls with the addition of grey tartan pleated skirt (all with heron logo). Skirts should be worn just above the knee and must not be rolled at the waist to shorten the length, or have the length altered to shorten the skirt. Skirts must also not be altered (shortened) without prior approval from the pastoral or Senior Leadership team.
- House colour tie

### **2.2 Non-compulsory optional item:**

- Grey fine knit sweater with royal blue stripe on the collar

### **2.3 PE Uniform consists of:**

- White short sleeved polo shirt/T-shirt
- Navy blue or black shorts/Skort
- Navy blue or black tracksuit bottoms/sports leggings
- Navy blue or black long sports/football socks
- Short white socks



- Training shoes for indoor use only, not AstroTurf trainers which can damage floors
- Training shoes / Football boots suitable for outdoor use
- The school will provide other Sports equipment such as hockey sticks, etc.
- Optional Marshland branded and non-branded PE Kit is available from Price & Buckland (whilst stocks last).

If a student forgets their PE kit it is expected that they borrow kit from the school.

**Important** – All students are expected to wear their hair up for PE lessons. All jewellery including earrings and other piercings must be removed or covered up to ensure the safety of students during physical activity.

## 2.4 Uniform for all students:

- Plain grey, black or white socks or plain grey, black or flesh-coloured tights (no over-knee socks or socks with tassels/bows)
- School coat - plain, without logo, warm and waterproof (**No denim, hoodies or sports tops**)
- Plain white collared shirt or blouse (**No polo shirts except in PE**)
- Flat black, plain, leather-type shoes with enclosed toe and heel (**No boots, sandals, trainers / trainer-style shoes. No decorative fashion accessories such as buckles and beads, etc).**
- We recommend a plain sturdy backpack, ideally black or navy and free from logos and branding. Bags should be of a practical use for the purposes of school. Every child should have a school bag with them every day including all their required equipment and a refillable water bottle. Sanctions will be issued for missing items.
- Belts where worn should be plain black or grey with a small buckle (**Not decorative, fashion or designer**)

Other prohibited items that the Senior Leadership team deem inappropriate for school. **Please consult with school or website before purchasing if you are unsure.**

If pupils are found to be wearing the uniform incorrectly or incorrect uniform or inappropriate clothing we may contact parents to resolve the issue. Pupils may be sent home to change and we may issue sanctions if the uniform is not as listed above, or if it is worn incorrectly. The Headteacher reserves the right to determine what is, or is not, acceptable in respect of what and how the uniform is worn.

Full school uniform should be worn correctly on the way to school, throughout the school day, and on the journey home. On warmer summer days a “no jacket/jumper” instruction may be issued whereby students do not have to wear their jackets or jumpers in lessons or around the school building. However, jackets need to be brought into school and kept in a school bag so that they can be worn for formal occasions such as assemblies. If students have PE as their last lesson of the day, they can choose to remain in their PE kit to travel home.

If a student arrives at school without a tie, it is expected that they will hand over their mobile phone for safekeeping in exchange for a loan tie. Once the loan tie has

been returned to the pastoral office at the end of the day, the mobile phone will be returned.

## **2.5 Jewellery & Watches**

Pupils may wear:

- a watch (no smart watches, iWatches, etc as outlined in our mobile phone and device policy),
- one signet ring
- up to one pair of small ear studs (one stud in each lobe) only.

No other jewellery such as bracelets, additional rings and other piercings are permitted. If pupils have any other visible piercings, including piercing retainers, these must be removed during the school day. See notes above about PE and Jewellery.

Expensive items should not be worn and the school takes no responsibility for their security.

## **2.6 Make-Up & Hair**

Students may wear a small amount of discreet foundation make up in a natural colour. Students may be asked to remove any make-up that staff consider inappropriate. Coloured nail varnish, non-natural eyebrows, false nails, and nail or eyelash extensions are not permitted. Clear nail varnish is acceptable.

Hair should be kept neat and tidy and any hair accessories, bows, etc should be small, plain and grey or black coloured only. Extreme hairstyles - such as shaved emblems or lines, unnatural colour dyes, or extreme differences in length are not allowed.

If you are unsure whether a hairstyle or piercing meets our uniform guide, please contact the school for guidance before any treatment. The Headteacher reserves the right to determine what does, or does not, constitute an extreme hairstyle.

Failure to follow these expectations could result in a period of time in internal exclusion or suspension, until it is rectified or parents/carers are contacted and resolve the situation.

## **2.7 Uniform Exceptions**

In exceptional circumstances, the school will adjust the above uniform expectations for individual students. This will only be by express agreement with the school. Examples of exceptional circumstances will be limited to specific medical needs and/or in response to identified needs and outcomes within a student's education and health care plan (EHCP).