

MAGDALEN COLLEGE SCHOOL

BEHAVIOUR POLICY

Statutory policy – biennial review

GOVERNORS' EDUCATION & WELFARE COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Full Governors
	Nov 2009	Yes	2 Dec 2009
Nov 2010	Nov 2010	No	n/a
Nov 2011	Nov 2011	No	n/a
Nov 2012	Nov 2012	Yes	n/a as only web link added
Nov 2013	12 Nov 2013	No	n/a
Nov 2014	3 Feb 2015	Yes (minor)	n/a
Nov 2015	29 Jan 2016	Yes (minor)	n/a
Nov 2017	16 January 2018	Yes	Adopted by committee
Nov 2020	16 June 2020	Yes	Adopted by committee
June 2022	26 April 2022 (FGB review)	Yes	Adopted by FGB 26 April 2022
April 2024			

Behaviour Policy

1. Aims

To provide the structure within which high standards of behaviour are achieved at Magdalen

2. Objectives

This policy sets out:

- 2.1. the expectations of behaviour of all pupils on roll
- 2.2. how rewards and sanctions will be used to establish and maintain high standards of behaviour
- 2.3. how the school's procedures link with legislation and guidance
- 2.4. the school's approach to dealing with bullying
- 2.5. the school's approach to searching of pupils and use of reasonable force

3. Legislation and guidance

Government publications detail guidance and the law that has been considered in drawing up the policy, and are used in its implementation:

- 3.1. [Keeping Children Safe in Education 2019 DfE](#)
- 3.2. [Behaviour and discipline in Schools DfE Jan 2016](#)
- 3.3. [Getting the Simple things right DfE Charlie Taylor](#)
- 3.4. [Exclusion from maintained schools, academies and pupil referral units in England DfE 2017](#)
- 3.5. [Use of reasonable force DfE 2013](#)
- 3.6. [Searching, screening and confiscation DfE 2018](#)
- 3.7. [Mental Health and behaviour in schools DfE Nov 2018](#)

4. Links to other Magdalen College School policies

- 4.1. Anti-Bullying Policy
- 4.2. Equality Policy
- 4.3. Mobile Phone Policy
- 4.4. Uniform and Dress Policy
- 4.5. SEND policy
- 4.6. Exclusion policy

5. School's behaviour principles

We value respect:

- Everyone is expected to show *manners and kindness* to one another, and to value *individuals' differences*.
- Everyone has a right to work *without interruption and to feel safe*.

To establish and maintain appropriate behaviour the school's approach is based on these principles:

5.1 Pupils make choices as to their behaviour and with actions there are consequences, positive and negative

5.2 Good working relationships between all individuals (students and staff) are built on mutual respect

5.3 Whilst all pupils are expected to behave appropriately, some pupils require more support in learning how to do so, and use of rewards and sanctions will reflect this for some pupils

6. Expectations of pupils

All pupils are expected to:

6.1 demonstrate good manners and kindness to others at all times

6.2 behave in a way that enables other to feel safe

6.3 behave in a way that enables other to learn and work without interruption

6.4 follow directions of staff the first time of asking every time

6.5 follow all school policies at all times, including behaviour, uniform, mobile phone, attendance and punctuality, teaching and learning, homework.

7. The role of parents

Close working between school and home is proven to be one of the most significant factors in pupils being successful at school. Parents' key points of contact with staff are the Pastoral Support Assistant for their child's year group, the form tutor (who is a teacher so will be less available than the PSA in school time) and the Leader of Learning (also a teacher). Parents are asked to consider the school's expectations of behaviour carefully and the sanctions system and consider how they will support the school in allowing these to operate effectively.

8. Roles and responsibilities

8.1. Governors will:

8.1.1. Monitor the implementation of this policy through governor visits and scrutiny of reports from senior staff, on a termly basis

8.1.2. Support senior staff in carrying out reviews of behaviour of individual pupils at termly behaviour panel meetings, intended to support pupils in improving their behaviour where concerns from staff have arisen

8.1.3. Review representations from parents following fixed-term exclusions, in accordance with [Exclusion from maintained schools, academies and pupil referral units in England Dfe 2017](#)

8.1.4. Carry out statutory function in reviewing permanent exclusions issued by the headteacher in accordance with [Exclusion from maintained schools, academies and pupil referral units in England Dfe 2017](#)

8.2. The headteacher and members of the extended leadership will:

8.2.1. Ensure that the behaviour policy is implemented consistently across the school

8.2.2. Ensure that staff are suitably trained and supported to manage pupils' behaviour effectively so that learning can take place in an orderly environment

8.2.3. Work with middle leaders and other staff to identify pupils whose behaviour is a cause of concern and ensure that measures are put in place to address areas concerns

8.2.4. Work with parents to establish and maintain high standards of behaviour

8.2.5. Maintain a presence around the school to support teachers and pupils in achieving high standards of behaviour, including the organisation of the "on call" system

8.3. Leaders of learning will:

8.3.1. review behaviour data daily and take appropriate action to ensure expectations of behaviour are met

- 8.3.2. recognise, praise and reward the efforts and achievements of all students in their year group
 - 8.3.3. ensure rewards and sanctions are used appropriately and consistently
 - 8.3.4. review total negative scores for individual pupils and take appropriate action
 - 8.3.5. make termly referrals to the behaviour panel
 - 8.3.6. keep parents informed of concerns with individuals' behaviour
 - 8.3.7. monitor the work of form tutors to ensure they apply the school's expectations of pupils' behaviour and take appropriate actions, as necessary
 - 8.3.8. monitor positive and negative entries by staff for behaviour on Go4Schools and take appropriate **actions** to ensure policy is applied consistently
- 8.4. Subject teachers will:
- 8.4.1. Set out their classroom expectations clearly and reward and sanction pupils, as appropriate when expectations are met or not met.
 - 8.4.2. Ensure that instances of good and poor behaviour are recorded in Go4Schools to keep colleagues and parents informed
 - 8.4.3. Alert senior staff to serious breaches of the behaviour policy at the time in order that swift action can be taken to address the matter promptly
- 8.5. Form tutors will:
- 8.5.1. recognise, praise and reward the efforts and achievements of all students
 - 8.5.2. keep parents informed of their child's behaviour and use appropriate methods of engaging them
 - 8.5.3. promote positive behaviour through active development of students' social, emotional and behavioural skills
 - 8.5.4. review weekly student planners for equipment and uniform issues, homework recorded and communications with home
 - 8.5.5. review regularly through learning conversations behaviour data for their tutees and take appropriate action to ensure expectations of behaviour are met
- 8.6. Learning support assistants will:
- 8.6.1. ensure that inappropriate behaviours are challenged and recorded on Go4Schools
 - 8.6.2. recognise, praise and reward the efforts and achievements of all students
 - 8.6.3. promote positive behaviour through active development of students' social, emotional and behavioural skills
 - 8.6.4. support the class teacher with measures to ensure good order, respect and discipline through regular communication prior to lessons, during and after lessons
- 8.7. Pastoral support assistants will:
- 8.7.1. recognise, praise and reward the efforts and achievements of all students
 - 8.7.2. ensure that inappropriate behaviours are challenged and recorded on Go4Schools
 - 8.7.3. keep staff informed of factors that might impact on pupils' behaviour
 - 8.7.4. support form tutors, leaders of learning and SLT in the implementation of the policy
 - 8.7.5. support parents in ensuring excellent behaviour from pupils, as necessary
- 8.8. Parents are asked to:
- 8.8.1. Support the school in establishing and maintaining high standards of behaviour
 - 8.8.2. Support the sanctions system, where it is used, and make arrangements for pupils to attend after school detentions where they are issued
 - 8.8.3. Raise any concerns they have about school with the school directly
 - 8.8.4. Avoid undermining the school when discussing issues with or in front of pupils
 - 8.8.5. Support the school by regularly reviewing their child's data on Go4Schools

Strategies to support effective behaviour:

Rewards

Pupils are rewarded by being given house points. Teachers routinely award points for:

- excellent homework and classwork
- trying hard
- excellent attendance
- kindness and good manners
- correct uniform and equipment
- making a positive contribution to the life of the school

Pupils are able to use their accumulated house points to purchase small prizes or privileges.

Sanctions

Where a pupil's behaviour falls short of that expected a teacher will record their concern in the school database (Go4Schools).

The aim of the use of sanctions is to register with pupils that they have not met expectations and to give them the incentive to improve their behaviour in the future. An escalating series of sanctions – “the sanctions ladder” is used. Where a pupil continues to fail to meet expectations, further sanctions are issued and these escalate when the limit of any level is reached. Pupils progression through the ladder is monitored closely and interventions are applied where behaviour fails to improve.

<i>The sanctions ladder</i>	
Sanction	Tarif (in one academic year)
Teacher detention	Up to 5 from any one teacher for missed homework or poor behaviour
Lunchtime (“E1” or “E4”) detention	Up to 5 E1 detentions for inappropriate behaviour in lessons Up to 5 E4 detentions for inappropriate behaviour out of lessons
After school “whole school” detention	Up to 5
Headteacher detention	Up to three
Channels	Up to three occasions
Internal exclusion	Up to three occasions
Exclusion (fixed term exclusion)	Determined by the headteacher
Permanent exclusion	Determined by the headteacher and confirmed by a panel of governors

Interventions to support improved behaviour

Throughout their time at Magdalen pupils are encouraged to behave appropriately. They are supported by class teachers, form tutors and the pastoral team to improve their behaviour where concerns arise. Where concerns persist a range of other support may be offered, at the discretion of the school according to the individual situation. This includes (but is not limited to):

- being put “on report” to the form tutor, leader of learning or a senior member of staff
- a meeting with parents and a member of the pastoral team with targets set for improvement

- a meeting with parents, the pupil, the class teacher and a Head of Faculty to review the issues and set targets for improvement
- regular intervention from the pastoral support assistant
- referral to the behaviour learning mentor for a course of taught sessions about improving behaviour
- referral to the behaviour panel to discuss with the headteacher and senior staff to discuss concerns with targets set for improvement
- referral to the governors' behaviour panel to review concerns about behaviour and to review the support that has been offered

Use of exclusion – the school's approach

All exclusions will be issued in accordance with the government's statutory [guidance](#)

Pupils will be subject to a fixed-term exclusion (for 1 or more days) for repeatedly displaying inappropriate behaviour, and for one-off significant instances of poor behaviour, which may include (but is not limited to):

- Assault of another student
- Serious disrespect to staff
- Being in possession or under the influence of drugs or alcohol in school time or on school premises

Governors will consider any concerns of parents raised in respect of fixed-term exclusion, in accordance with paragraph 52 of the [guidance](#).

Pupils will be permanently excluded for a serious breach or repeated breaches of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Such behaviour may include (but is not limited to):

- Assault of a member of staff
- Persistent disruption to the running of the school or disruption to the education of others
- Bringing a knife or other weapon into school or threatening or assaulting a pupil with an object being used as a weapon
- Dealing drugs or taking drugs in school time or on school premises

How the policy is monitored

Behaviour is reviewed by the Headteacher and Deputy Head (pastoral) with each year group's leader of learning throughout the year. The number of reward points, behaviour points, and sanctions used are reviewed and actions agreed to address areas of concern.

The Headteacher and Deputy Head (pastoral) are held to account for effective implementation of this policy by the governors' Education and Welfare Committee; this committee scrutinises reports detailing the use of rewards and sanctions and other relevant data three times each year.

Appendices

Posters – sanctions ladder, learning without interruption

Behaviour 4 Learning Classroom Sanctions

The following sanctions are available for teachers to use as they feel appropriate

Verbal warning

Student to be moved - recorded on Go 4 Schools

Stand outside the classroom for a few minutes prior to a B4L conversation. Recorded on Go 4 Schools

Red card – removed from the lesson, results in a further sanction. Recorded on Go 4 Schools

Refusal to comply - results in 'On Call' and further sanctions. Recorded on Go 4 Schools



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Student Expectations and Behaviour

At Magdalen we want all of our students to:

- feel safe in school
- learn without interruption

We expect our students to show:

- good manners at all times
- kindness to one another

*Please treat others the way
you want to be treated*

Magdalen College School Detention System

Teacher Detentions

5 x Teacher detentions
HoF to contact home for failure to attend or for receiving 5 detentions
Teacher detentions to be recorded on Go 4 Schools

Form Tutor Detentions

5 x Form tutor detentions
Form tutor to contact home for failure to attend or for receiving 5 detentions
Form Tutor detentions to be recorded on Go 4 Schools

HoF/LoL Lunchtime Detentions (maximum 12)

Home contacted via Go 4 Schools.
After 6 lunchtime detentions pupil to be placed on Form Tutor report.
Action: Form Tutor to contact home

If a pupil receives 12 lunchtime detentions or fails to attend one of these detentions pupil moves to:

Whole School Detention (maximum 8)

Home contacted prior to the detention
After 4 WSD – home contacted and pupil placed on LoL report
After 8 WSD – home contacted and pupil placed on LoL report for a minimum of 2 weeks

Head Teacher Detention (maximum 5)

Home contacted prior to the detention
After 3 HTD – home contacted by LoL and pupil placed on SLT report
After 6 HTP – meeting with parents/carers

Channelling

3 x channelling for the day with a 30 minute detention after school. Home contacted prior to the channelling

Internal Exclusion

3 x Internal Exclusions
Home contacted prior to the IE. Student placed on SLT report

Referral to Headteacher and potential exclusion

Referral to termly behaviour panel

Referral to Headteacher and Governors

Referral to Governors behaviour panel

Failure to comply with any of these sanctions results in a pupil moving to the next level