



Midhurst Rother College

The best in everyone™

Part of United Learning

Midhurst Rother College

Rewards and Behaviour Policy

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Rewards and Behaviour Policy

Aim

To establish a positive ethos in which high quality teaching and learning flourishes in an inclusive and secure environment and where *all* students abide by the expectations and requirements that will create this ethos.

Core purpose

The College will develop clear practices to encourage all students to:

- Become balanced, articulate and creative people
- Develop the confidence to show initiative
- Develop resilience to cope with adversity
- Have compassion to serve others
- Develop a life-long love of learning.

Midhurst Rother College is a supportive learning community where everyone is expected to value:

- themselves and others around them;
- the environment in which they live and the wider world.

1. Introduction and rationale

1.1 Schools have a moral and legal obligation to ensure that they are setting clear expectations for high standards of behaviour and that they reinforce these at all times.

The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- That every teacher will be good at managing and improving children's behaviour. (Government publication, 'Ensuring Good Behaviour in Schools', 2012.)

1.2 The behaviour system for Midhurst Rother Academy: 'Binary Behaviour'

Students deserve uninterrupted learning in their lessons. The removal of low-level disruption in lessons has been proven to have a significant effect on students' achievements. To ensure that students' learning time in lessons is maximized and that lessons are not disrupted by the poor behaviour of a minority of students, The Binary Behaviour Management system was introduced to the school. This system is very clear in its expectations: students either behave very well, or they do not. There are no excuses and no compromises with regards to disruptive behaviour being unacceptable in lessons.

These same high standards of behaviour are also expected outside of lessons and to and from school.

1.3 Rewards

An important part of life at Midhurst Rother College is rewarding students. The College therefore promotes a positive culture through awarding praise via a range of systems. Electronic achievement points, this is done through the web platform "Arbor". It rewards students in a way that motivates them across Key Stages 3 and 4. Achievement points are allocated for achievement, attendance, attitude to learning, good behaviour and contribution to the College. The accumulation of points can be tracked securely online, viewed both at College and at home (by students and parents alike). MRC Proud Cards are used in every lesson for all staff to award signatures to students for outstanding work or for going 'above and beyond' around College. These are used for prize draws in Year Group and House assemblies. MRC staff regularly verbally and gesturally feedback praise to students in lessons and around College for recognition of positive application. In addition, students will be rewarded for their attitude to learning, contribution to College life and academic achievement through certificates and invitations to key stage prize giving ceremonies.

Students' achievements via Arbor are promoted in tutor times, College assemblies and using the electronic display boards around the campus.

2. Academy expectations

2.1 Conduct in lessons – student responsibilities

We expect every student to focus fully on their learning and strive to achieve, to be fully organised with time and equipment so that learning is not impeded and to show the utmost respect for all members of the community, this includes not disrupting the learning of others.

No student has the right to disrupt the learning of others. This can lead to serious underachievement of those being disrupted as well as those doing the disrupting. The College defines disruption as 'behaviour which stops others from learning, or results in the student not learning'. A student who is not working is deemed to be disrupting their own learning.

We expect every student to be in class working hard and progressing with their learning, if they choose not to do this, they will be isolated in order that other students have their right to a disruption free learning environment.

Pastoral, Behaviour and Subject teams work closely and proactively to support students who are isolated to return to their learning with any relevant provisions. Also see section 3.1 Behaviour Management.

2.2 Conduct in lessons – staff responsibilities

We expect staff to provide a classroom environment conducive to students learning and making progress. Staff are expected to know and understand individual student needs and deploy appropriate strategies at individual student level that enables positive engagement and conduct within the classroom.

When required staff are expected to use the behaviour system in order to maintain a disruption free classroom. This ensures parity between classrooms and fairness applied to all students.

2.3 Conduct in school generally

Students should act in a way that is always safe and respectful of each other, of staff and of visitors to the college, and of the learning environment. Expected behaviours will include (but not be limited to) putting litter in the bins provided, walking sensibly around the school and showing exemplary manners at all times.

A student may be suspended from school for a fixed period of time for showing a lack of respect to others in school. Other behaviours which may result in a suspension are as follows:

- Swearing at a member of staff
- Sexual harassment or sexual assault
- Defying a member of staff by walking away when being spoken to
- Physically attacking another student or a member of staff

2.4 Mobile communication devices (phones, tablets, internet enabled watches, wireless speakers etc.)

Mobile devices are not permitted to be used in school. They may be carried in bags at the owners own risk as long as they are “not seen or heard”. The Academy accepts no responsibility for devices brought onto the site. Students must keep these in their bags.

- If a device is seen or heard during the school day it will be confiscated and handed in to the school reception. This can then be collected by the parent at the end of the day;
- Should a student refuse to hand over their device they will be sent to isolation;
- Refusal to go to isolation will result in a suspension with the isolation being completed upon return.

See our Mobile Device Policy for further information

2.5 Smoking or vaping

The Academy site is a no smoking or vaping site for all students, staff and visitors. Students smoking or vaping on the site will be subject to sanctions. Also see section 2.7 for being identified whilst travelling to and from school.

2.6 ‘Lines in the sand’

There are some behaviours which are entirely unacceptable at MRC. Should students cross ‘the line’ by displaying these behaviours, which are deeply disrespectful, or unsafe, it is extremely likely that they will be permanently excluded from Midhurst Rother College.

An indicative, but not exhaustive, list includes:

- Bringing recreational drugs, or associated drug equipment, onto the site;
- Bringing weapons, replica weapons or other items that may be construed as a weapon onto the site;
- An unprovoked physical attack;
- Persistent bullying (also see MRC Anti-Bullying Policy);

- Persistent disruptive behaviour – students who have received repeat suspensions for their behaviour, despite appropriate being provided;
- Persistent disruption to learning;
- Students who post disrespectful or harmful information about staff or the College on social media in or out of school time;
- Students who persistently post disrespectful or harmful information about other students on social media in or out of school time;
- Students who persistently breach the law regarding any protected characteristics and commit a ‘hate crime’
- Students who commit an act which could be deemed as sexual abuse or sexual assault

Permanent exclusion for internal truancy:

Students who persistently refuse to attend lessons (internal truancy), despite appropriate support being provided are highly likely to be permanently excluded. Permanent exclusion will be issued when a student has received suspensions for repeated examples of this behaviour. In these cases, it will be the opinion of the principal, that a student is a health and safety / welfare risk to themselves if their whereabouts are unknown or they are not in their allocated lesson.

2.7 Parameters of the Midhurst Rother College behaviour policy

Schools have the right to expect students to show the same standards of behaviour both in school and in other situations where they are representing the school (Government publication: Behaviour and Discipline in Schools, 2012). This includes on school trips, on the way to and from school, whilst in school uniform, in any situation where a student can be identified as a member of the school community and situations which may compromise the smooth-running of the school (e.g., incidents which have taken place outside of school hours, but which are brought into school the next day).

Students are therefore expected to:

- Arrive at school, and travel home in full uniform. Hoodies are not permitted as part of the school uniform;
- Use bikes and scooters safely;
- Dispose of litter properly using the bins provided or taking it home with them;
- Respect local residents including other parents coming to the school and members of the local community with whom they may come into contact.

2.8 Powers to search

At Midhurst Rother College the following are deemed ‘prohibited items’ and under no circumstances are they allowed on the College’s premises. It should also be noted that students are not allowed to carry these items on any activity connected to the College (i.e. travelling to and from College (from home), trips, fixtures etc.) either during the College day or outside it:

- knives or weapons
- alcohol

- illegal drugs
- intoxicating solvents
- drug equipment
- tobacco, cigarette papers, vaping materials and any other items associated with smoking (i.e. matches, lighters etc.)
- stolen items
- any electronic device containing images or text detrimental to the orderly running of the College, the wellbeing of staff or students
- any items intended for private sale, from one student to another
- fireworks or other incendiary items/devices
- pornographic images
- 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 the property of, any person (including the student).

These prohibited items can be searched for, in accordance with the DFE Policy on *Searching, screening and confiscation*, by the Principal and/or any authorised staff where there is reasonable suspicion they are on the College's premises.

Authorised teachers can undertake a search of a student without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item.

The College is not required to inform parents before a search takes place or to seek their consent to search their child.

If a student refuses to cooperate with a search for a prohibited item, and a judgement is made that the orderly running of the College is at risk, the student will either be excluded and/or the police will be contacted.

The school has a clear protocol for searches and will always inform parents/carers if a search has taken place.

3. Reasonable Adjustment

Some students will require additional support with their application and learning in order to engage them in purposeful learning that in some cases might otherwise lead to disengagement and potentially disruptive behaviour. Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day-to-day basis, including its decisions and actions.

The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil.

The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering what adjustments it is reasonable for a school to have to make are:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils *Taken from Equality and Human Rights Commission published 2015*

Midhurst Rother College is an inclusive school, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment is carefully monitored. Without intending to be exhaustive, the following are some of the reasonable adjustments:

- Providing coloured overlays to students
- Allowing students to use the lift
- Allowing students to type instead of hand writing an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Specific and personalised adjustments to the school's uniform policy
- Toilet passes
- Specific and personalised adjustments to the school's behaviour policy
- Seating plans to enable lip reading
- Seating plans to support hearing impaired students
- Use of subtitles on videos to support hearing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times
- Examination arrangements

3.1 Behaviour Management

At Midhurst Rother College we have a very clear and consistent behaviour policy. The fundamental aim of the policy is to ensure all students experience uninterrupted learning in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner. We place great value on the student teacher relationship and want to ensure all students are known, supported and make excellent progress both personally and academically.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the individual student.

We have a clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations.

We circulate information to teaching staff about those students who have a diagnosed need – this includes generic strategies relating to the need and specific strategies to support the individual.

We also provide relevant information about students who have a known need. This may be due to family difficulties, social situations or that the student is on a waiting list for a diagnosis. This information is also circulated to staff regularly and updated accordingly in order to support the student in class.

Students in both categories are supported through the pastoral and SEND teams. Their care, provision and support is discussed regularly in weekly SLT line management meetings as well as fortnightly pastoral meetings. Referrals to outside agencies are made to access specialist support where relevant. We put in place reasonable adjustment for students both diagnosed or with known needs. Examples of reasonable adjustment to support behaviour would include:

- Key link worker meeting 1:1 with the student to review the week's behaviour and look at strategies to help
- Student passport sent through to all teachers outlining the concerns and suggesting strategies to support
- Pastoral or TA support in the lessons
- Break and Lunch support
- Careful consideration to seating plans
- Managed timetable
- Referral to alternative provision
- Referral to ESU
- Return to lessons where appropriate
- Reduced level of sanction where appropriate

The reasonable adjustment plan will be decided on a case-by-case basis by the SENCO or Head of Year. This plan will be communicated internally to staff and out to parents / carers.