Great Marlow School

Excellence • Compassion • Integrity

Behaviour for Learning Policy 2026-2027

Recommended by the Leadership Team:	July 2026
Approved by GMS Governors:	July 2026
Adopted by GMS Governors:	July 2026
Review Due:	Summer Term 2027

Indicate as appropriate:

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

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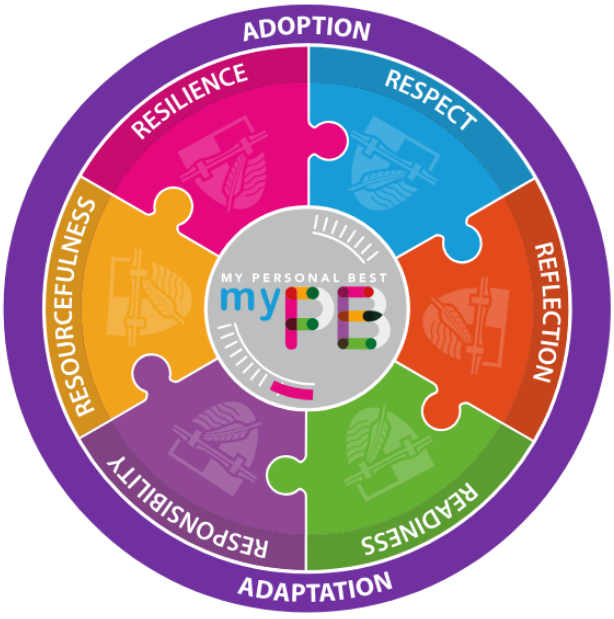
1. Our intent and purpose are to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors to create a better society. Our shared core values are excellence, compassion and integrity which underpin all aspects of this and all school policies. We believe that good behaviour in school is central to a high-quality education, and we will manage behaviour well in order to provide a calm, safe and supportive environment in which students want to attend, learn and thrive.

2. Introduction
   To create a calm, safe and supportive environment this Behaviour for Learning Policy is based on the principles of "My Personal Best" and the school code of conduct: (see Appendix 1)
   My Personal Best
   - Respect
   - Responsibility
   - Resilience
   - Readiness
   - Resourcefulness
   - Reflection



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

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

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

We stress the importance between the choices that students make about their behaviour and the consequences of those choices. For example, good behaviour is promoted and encouraged using rewards. However, when behaviour is not of the expected standard, a consequence will follow to help the student make better choices in the future. Students learn to take responsibility for their own behaviour by understanding that their actions have consequences.

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

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

RESPECT your staff
- Ensure that all work is completed on time and to the best of your abilities
- Always adopt a positive attitude

RESPECT your peers
- Show courtesy and kindness. Respect the rights of others to their beliefs and views and respect the property of others
- Always use appropriate language

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

RESPECT your environment
- Take care of your surroundings; put all litter in the bins provided
- Help ensure that school is a healthy, safe environment for all

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

3. Consequently, we will:

- 3.1 recognise and reward good behaviour:
  Rewards are more effective in motivating students than consequences. Great Marlow School aims to establish a positive climate using praise, acknowledgement and rewards. All staff praise students with frequent use of encouraging language in lessons and around school so that positive behaviour and regular attendance are recognised. (see Appendix 5)
  SIMs achievement points are awarded to students for outstanding achievement and/or effort in the curriculum, for acts of citizenship within school and the wider community and for exemplary behaviour.
  Successes, whether accomplished in school or in the wider community, may be recognised through certificates, assemblies or articles posted on our school website.
  The displaying of student work is one method of celebrating and recognising student effort and achievement in curriculum areas.
  Postcards, certificates and prizes are awarded to students at key points during the year to recognise individual effort, progress and excellence.
  Students will be nominated by staff for a Headteacher Award to recognise individual effort, progress and excellence in school or in the wider community.

- 3.2 respond to and implement consequences of misbehaviour:
  Relevant consequences are implemented to promote positive behaviour in school and in the wider community. Consequences will be applied by the member of staff involved in the initial incident, with the aim of repairing and recovering relationships and teaching the consequences of actions. Consequences are more effective when parents/carers, staff and students work together to achieve the best outcome for the student, the school and the wider community. This integral relationship between school and home is crucial in ensuring that all students have the opportunity to realise their potential and achieve excellence. The consequences are carefully considered, fair and are administered as part of a staged response. (see Appendix 2).
  Great Marlow School staff will always adopt a fair and consistent approach to managing behaviour to create the very best environment for student learning.

- 3.3 respond to unkind behaviour and bullying (see Anti-Bullying Policy):
  Unkindness shown by students towards others will not be accepted and will be addressed through restorative conversations and students taking responsibility for their words and actions.
  Any form of bullying or unkind behaviour can be harmful and will not be tolerated. Bullying behaviours can include emotional, verbal, physical, racist, sexual, homophobic, cyber, social and psychological aspects.
  Bullying can be threatening and will not be tolerated, particularly if it impacts on the school learning environment. In some cases, we will refer the incidents to the most the relevant agency/professional for further investigation. After the incident has been investigated and dealt with,

each case will be monitored to try to prevent repeated bullying. Circumstances will always be considered when determining the most appropriate and just consequence. In some cases, a suspension may be justified.

4. We commit to: -
    - 4.1 establish and model expectations regarding behaviour and relationships using the principles of "My Personal Best":
      The school will adopt an approach of de-escalation to enable the best possible outcomes for all

    - 4.2 communicate this policy to parents/carers/staff and students

    - 4.3 develop a whole school approach to behaviour

    - 4.4 create the school behaviour curriculum (see Appendix 3) which clearly outlines the way these behaviours are taught at Great Marlow

5. The roles and responsibilities of: -
    - 5.1 school leaders – monitoring, evaluating and reporting data on behaviour to key stakeholders:
      All B1 to B5 behaviour incidents are to be recorded on the school's behaviour tracking system by the member of staff who first dealt with the incident. They will report the details of the incident and the action they have taken. SIMS will be used to identify patterns and trends of behaviour for individuals, year groups and across the school. Student Support Officers (SSO's) monitor and track changes and patterns in behaviour on a regular basis. Intervention strategies should then be arranged between the Form Tutor, the Director of Learning (DOL) and SSO. DOL's and SSO's will undertake SIMS analysis of their year group each half term and use the information to plan appropriate intervention strategies at individual and year group level. They will monitor the distribution of consequences by gender, ethnicity and SEN stage. Patterns and trends at a whole-school level will be identified by focusing on student incident reports on SIMS, lesson removals, internal isolations and suspensions. DOL's will discuss trends and strategies with their line managers.
      SSO's will monitor behaviour reports and produce monthly reports, showing increases in SIMS points of 10 of more across the month. DOL, SSO and Form Tutor will decide on an appropriate intervention that will include meeting with students and devising strategies aimed at modifying behaviour to return students to their Personal Best. Parents / carers may also be invited in to discuss student behaviour. Heads of Department (HOD) should monitor incidents of misbehaviour to identify "hotspots" and trends. Strategies for tackling these should be discussed in department meetings and effective practice shared. In line management meetings, HODs will discuss trends and strategies relating to the behavioural issues in their department. If appropriate, this should be

reflected in the Departmental Improvement Plan and the Department Self-Evaluation.
We believe that as students' progress through the school, there should be regular opportunities for learning about how to act in keeping with the school's vision which is to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society. We are committed to the modelling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to demonstrate this. We aim to support staff in teaching approaches which promote positive behaviour and attendance from all students (see Appendix 5).

The Assistant Headteacher (Care, Guidance and Support) will meet regularly with SSO's for feedback on trends and intervention strategies. There will be a half-termly report to the Leadership Team (LT) and termly report to the Governors.
The evaluation of the effectiveness of the policy will be undertaken by the Assistant Headteacher (Care, Guidance and Support) on an annual basis, involving both a sample of students and staff.

- 5.2 staff have had a role in constructing the policy and are expected to uphold it consistently and fairly. They should undertake professional development and training, as necessary, to support this. They should model positive behaviour, including attendance and punctuality, to all members of the school community. Staff should follow the policy when responding to both positive and negative student behaviour. This includes taking action, as well as reporting behaviour and recording it on GMS tracking systems if appropriate.

- 5.3 students - are expected to behave well so that all teachers can teach, and all students have the opportunity for their potential to be realised and excellence to be achieved. Students are expected to uphold our Behaviour for Learning Policy. Students model good behaviour to other members of the school community to encourage success and promote the 6 R's. Students contribute to the rewards and consequences used in Great Marlow School via Student Voice. Students are expected to attend school and be punctual so that their true potential can be realised.

- 5.4 parents/carers – are asked to work in partnership with the school. Great Marlow feels very strongly that there should be close co-operation between parents/carers and school staff. Parents/Carers are encouraged to contact the school if they have a concern regarding their child. Subject-related matters should be addressed to the subject teacher in the first instance. More general matters of a pastoral nature should be addressed to the Form Tutor in the first instance. Equally, all members of staff may contact parents/carers where there is an opportunity to share success or

any cause for concern. Parents / carers receive the Home-School Partnership Agreement (see Appendix 4) when their child joins the school. Our Code of Conduct and Behaviour for Learning Policy are available on the school website (www.gms.bucks.sch.uk). Students also receive the Code of Conduct and Home-School Partnership Agreement annually in their planner. These documents formally outline the commitments which each stakeholder involved in education at Great Marlow School agrees to. These will be signed by parent/carer, the student and the Headteacher. There should, therefore, be no misunderstanding about what acceptable behaviour looks like at Great Marlow School. Parents / carers are critical to maintaining high standards of student behaviour both inside and outside school. Parent/Carer modelling of appropriate behaviour encourages young people to become positive contributors to the school and the wider community. Parents/Carers are encouraged to give constructive feedback about school rewards and consequences.

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

6. To create and maintain high expectations we will teach, develop, recognise and reward good behaviour in line with our behaviour curriculum. (see Appendix 3)

7. To create and maintain high expectations we will respond to, and implement the consequences of, misbehaviour: -
    - 7.1 initial intervention and de-escalation following behavioural incidents within the lesson or during break times.

    - 7.2 implementation of consequences:
      Relevant consequences are implemented to promote positive behaviour in school and in the wider community. Consequences will be applied by the member of staff involved in the initial incident, with the aim of repairing and recovering relationships and teaching the consequences of actions. Consequences are more effective when parents/carers, staff and students work together to achieve the best outcome for the student, school and the wider community. This relationship between school and home is integral to ensuring that all students have the opportunity to realise their potential and achieve excellence. The consequences are carefully considered, fair and administered as part of a staged response. Great Marlow School staff aim to adopt a fair and consistent approach to manage behaviour to create the very best environment for all students to learn.

    - 7.3 responding to the behaviour of students with special educational needs and/or disability (SEND):

If circumstances require it, reasonable adjustments will be made for students with special educational needs. These adjustments will include further strategies and adaptations to normal processes in order for the student to improve their behaviour and engage with their learning through their “personal best”.

- 7.4 using detentions:
  Detentions during the school day. Students may be detained during their breaks, with the proviso that time is allowed for them to eat and use the toilet.
  Detentions after school. Section 5 of the Education Act 1997 gives schools authority to detain students after the end of a school session on disciplinary grounds. The detention must be justified and proportionate to the offence. In most circumstances, the detention should be no longer than one hour.
  Account will be taken of special circumstances relating to individual students, for example, age, special educational needs, day of religious observance, the need for transport home. If the parent / carer cannot collect the student that day or make reasonable alternative arrangements, the detention may be deferred to another date after consultation with the appropriate member of staff. All detentions will be recorded on SIMS.

- 7.5 using reasonable force (see Physical Intervention and Use of Reasonable Force policy): Staff are permitted to use reasonable force to prevent students from placing themselves or others in harm's way (See Physical Intervention and Use of Reasonable Force Policy) The decision whether to intervene in such a situation is a matter for the professional judgement of the staff member and will depend on the individual circumstances. No-one should feel obliged to intervene physically and where they do it must be reasonable i.e. no more force than they deem necessary. For further information please see the Department for Education Guidance, ‘The Use of Reasonable Force’, Advice for Headteachers, Staff and Governing Bodies, July 2013. Where this situation has arisen, staff should complete the Reasonable Force appendix document in a timely manner and send it to relevant LT member.

- 7.6 searching, screening and confiscating:
  The school reserves the right to search any students without their consent, in line with the Department for Education (DfE) Searching, Screening and Confiscation Advice for headteachers, school staff and Governors. Staff may search a student without their consent if there is suspicion that they may be in possession of an illegal substance (for example, a controlled drug), a weapon (or something that could be used as such), items banned under school rules (for example, cigarettes, tobacco, vapes, alcohol) or an item that does not belong to them. Permission for a search will be sought from the Headteacher (or a Deputy Headteacher, in the absence of the Headteacher) and the school may

involve police in conducting the search. As least two adults will be present during any search. During the search it is acknowledged that students have the right to expect a reasonable level of personal privacy. Appropriate documentation will be completed in a timely manner. The police will be informed of any student who is in possession of, or who has brought on to the school site, an offensive, dangerous or illegal item and the student may face permanent exclusion.

- 7.7 removing students from classrooms:
  Removal from a lesson: If a student's behaviour has not met the expectations of the teacher, they may be asked to work in an alternative room within the subject area for the remainder of that lesson. This is to ensure that learning can continue, and further disruption does not take place. This will be followed up by the member of staff to ensure that the student is clear about the purpose of the removal and the arrangements for the next lesson. Exclusion from specific lessons because of persistent disruptive behaviour: a HOD may arrange for a student to work under supervision in another classroom for a fixed number of lessons. Parents/carers will be informed if this arrangement has been implemented.

- 7.8 suspending student (see Suspensions and Permanent Exclusions Policy):
  The decision to suspend a student will be made by the Headteacher (or a Deputy Headteacher, in the absence of the Headteacher). A parent / carer should be informed by telephone as soon as is possible if the decision is made to suspend. The Headteacher can delegate the notification to another member of staff; this would ordinarily be a member of the LT, a DOL or an SSO. This should be followed up within one school day with a standard letter signed by the Headteacher (or a Deputy Headteacher, in the absence of the Headteacher). Students are expected to complete work at home during their period of suspension. This work will be set on Microsoft Teams or via student school email.

Alternatives to fixed term suspensions that could be considered:

- In-house rewards and consequences
- Meeting between SSO/DOL/LT and parents/carers to discuss strategies and targets
- Reasonable adjustments - academic/pastoral
- Internal isolation/extended day

To prevent repeat suspensions, where possible, a range of alternative strategies may be explored:

- Involvement of outside agencies - if appropriate
- SEN Support plan – if appropriate
- BSP (Behaviour Support Programme) - if appropriate

- Restorative justice
- A managed move to another school (Repeated suspensions and at risk of a permanent exclusion)
- Referral to ASPIRE (Pupil referral unit) – (Repeated suspensions and at risk of a permanent exclusion)

- 7.9 Permanent Exclusions (see Suspensions and Permanent Exclusions Policy):
  A decision to permanently exclude a student should only be taken in response to persistent breaches and/or a serious breach of the school's Behaviour for Learning Policy, and /or if allowing the student to remain in school would harm the education or welfare of the student or others in the school community.

- 7.10 arranging managed moves for students:
  A managed move is a carefully planned transfer of a child from one school to another and is often used as an alternative to permanent exclusion. This may be suggested if other approaches to improve a student's behaviour have failed and the school believes a fresh start elsewhere might work. Managed moves require the full knowledge and agreement of all parties involved, including:
  - Parents/carers
  - Student
  - Home school
  - Receiving school

  A managed move should be considered as an intervention strategy and not a sanction. The aim should be to give an opportunity for a fresh start to the student and stop repeated challenging behaviour which would have otherwise led to suspension or a permanent exclusion.

- 7.11 pupil referral units:
  A Pupil Referral Unit (PRU) is an alternative education provision which is specifically organised to provide education for students who are not able to attend school. There are a variety of reasons why a student may attend a pupil referral unit, these include but are not limited to: being permanently excluded from their mainstream school, experiencing emotions and/or behaviour difficulties such as anger management or mental health issues, experiencing bullying, having diagnosed special education needs (SEN), having a diagnosed short- or long-term illness.

8. Support following an incident of misbehaviour:
   - 8.1 Support for students:
     To ensure a high-quality learning environment that inspires students, to be compassionate, successful and resilient contributors to create a better society, Great Marlow School offers the following support:
   - • Form Tutor support daily as and when required

- • Parental/carer contact by Form Tutor
- • Referral to SSO who will determine the most appropriate support
- • Use of different reports to monitor behaviour and well-being
- • Referral to SEN if deemed appropriate
- • SENCo-led intervention
- • Referral to the local PRU for outreach and placement
- • Referral to other external agencies for targeted support

  Support for parents/carers: to ensure a high-quality learning environment that inspires students and the community to be compassionate, successful and resilient contributors to create a better society, Great Marlow School offers the following support:
  • Home-School agreement to clarify expectations
  • Regular communication with parents/carers through our school website
  • Access to their child's data via the Expressions App
  • Information Evenings at the start of each academic year
  • Form Tutor in place to be first point of contact for pastoral concerns
  • Subject teacher to be first point of contact for curriculum concerns
  • Opportunities to meet teachers at parents/carer evenings
  • Face to face meetings for early intervention; advice given for strategies to use
  • Each year group is overseen by a DOL and has an allocated SSO
  • Referrals are made to relevant outside agencies

- 8.2 preventing misbehaviour from reoccurring:
  Strategies to support students will be implemented by class teachers, LSAs, SSO's and DOL's to enable students to take greater responsibility to self-regulate their behaviour and consistently demonstrate their Personal Best.

- 8.3 reintegration and recovery:
  Following a fixed term suspension, the student and their parent/carers must attend a reintegration meeting with the relevant DOL and SSO. If there are further suspensions, a member of the LT may attend this meeting alongside the DOL. This meeting should be recorded on the school's behaviour tracking system. A copy of the school behavioural policy can be requested by the parent/carer and is available on the school's website. The circumstances of every incident will always be considered when determining the most appropriate period of suspension. In exceptional circumstances permanent exclusion may be appropriate for a first or one off offence. These might include:
  • A serious actual or threatened violence against another student or a member of staff
  • Sexual abuse or assault
  • Supplying an illegal drug or harmful substance
  • Carrying an offensive weapon

- Behaviour placing themselves or others at serious risk

9. Guidance on specific behaviour issues: -

Behaviours that are Classified as 'Serious'. Any incident of a serious nature should be reported immediately. If necessary, consult with a member of the LT. The member of staff will then manage the response to the incident and determine any actions to be taken. The information from the incident should be recorded and then entered onto SIMS. The student will be asked to write an account of their version of events. This will be recorded as a statement written by the student, or notes made by a member of staff during an interview. Accounts of incidents should always be signed and dated by the student and the member of staff involved.

- 9.1 child on child sexual violence and sexual harassment: Great Marlow School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child-on-child abuse. All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up'.
  All staff recognise that child on child issues may include, but may not be limited to:
  - Bullying
  - Abuse in intimate personal relationships
  - Bullying (including cyber bullying)
  - Racial abuse
  - Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm.
  - Sexual violence and sexual harassment.
  - Causing someone to engage in sexual activity without consent
  - Abuse related to sexual orientation or identity.
  - Sexting', also referred to as 'youth produced sexual imagery', is one of several 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet.
  - Initiation of or hazing-type violence and rituals.
  - Emotional abuse.

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

  To minimise the risk of child-on-child abuse taking place, the school will:

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

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff. Reference will be made to the following government guidance, Keeping Children Safe in Education Sept 2024 to ensure that all staff understand the serious nature of sexual violence and sexual harassment between children in schools.

All Abuse [to staff and/or another student]

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

Consequences - circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will receive a fixed term suspension. In some cases, a permanent exclusion may be justified.

- 9.2 behaviour incidents online:
  The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the

school premises. Great Marlow school is very clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness and respect. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour. In cases where a school suspects a student of criminal behaviour online, they will follow guidance from the local police on suspected criminal behaviour.

- 9.3 mobile phones:
  Great Marlow School and the school site is a **use of mobile phone free school** for students in year groups 7-11. Students in the Sixth Form are allowed to use their mobile phone in the Sixth Form Centre only.
  Any breach of the rules by students in any year will result in the phone being confiscated and safely stored in the main reception.
  On the first occasion the student will have the opportunity to discuss the matter with the Headteacher/Deputy Headteacher and the phone will be returned at the end of the school day.
  On subsequent occasions the phone may need to be collected by a parent/carer at the end of the day.
  A record is kept by reception staff so confiscation of mobile phones can be monitored. If unauthorised use of a mobile phone becomes a persistent issue, then it may be a requirement that the student does not bring a mobile to school or alternatively leaves the mobile phone in reception for the duration of the school day.

- 9.4 suspected criminal behaviour
  In cases when a student is suspected of 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 Great Marlow school will make every effort to preserve any relevant evidence. Once a decision has been made to report the incident to police, Great Marlow school will ensure any further action they take does not interfere with any police action taken. However, Great Marlow school retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

- 9.5 banned items at Great Marlow school:
  - weapons
  - alcohol
  - illegal drugs
  - stolen goods
  - tobacco and vaping products
  - pornographic images
  - fireworks

- anything that has been, or is likely to be, used to cause injury or commit an offence

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

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

- 9.7 theft:
  students need to be aware that they should, where at all possible, refrain from bringing any valuable items on to the school site. If they do, it is essential that they follow the school procedure to ensure that their valuables are kept safe, e.g., hand valuables in to staff at the start of a P.E lesson. The school cannot take any responsibility or liability for lost or stolen personal items. Any incident of theft should be reported immediately to SSO.
  - Student and any witnesses to be interviewed by a member of staff.
  - Parents/carers should always be informed by telephone on the day of the incident and where possible before the student returns home.
  - SSO's will seek advice from a member of LT who may find it necessary to inform the police/invite parents into school. Parent/carer's consent should always be obtained before a student is interviewed by a police officer.
  - All parties to be encouraged to take part in Restorative Justice meeting if appropriate
    Circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will receive a fixed term suspension. In some cases, a permanent exclusion may be justified.

- 9.8 smoking and vaping:
  Smoking/Vaping or being in the company of smokers/vapers is not permitted on the school site, when travelling to and from school or whilst on school visits. Being in possession of smoking materials on the school premises, when travelling to and from school or whilst on school visits is also not permitted. On occasions when it is not possible to establish conclusively which students have been smoking, consequences may be applied to all members of the associated group. (See drugs policy for full details).
  Consequences
  First: Contact will be made to parent/carer by SSO to arrange the most appropriate and just consequence, usually an after-school detention.

  Subsequent: Circumstances will always be considered when determining the most appropriate and just sanction. In some cases, a suspension may be justified.

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

  Circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended for a fixed period, in some cases, a permanent exclusion may be justified.

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

  Circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will be suspended for a fixed period, in some cases, a permanent exclusion may be justified.

- 9.11 truancy:

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

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

- 9.12 school transport:
  Expected Behaviour:
  Poor and unacceptable behaviour on buses is not widespread but it is a serious issue. We ask that students follow these guidelines to ensure that journeys are safe and pleasant.
  - No bullying
  - No smoking/vaping
  - No swearing or verbal aggression
  - No fighting
  - No vandalism

  We also ask that students do not:
  - Play at the bus stop
  - Stand to near the kerb while waiting for the bus
  - Get on or off the bus before it stops moving
  - Throw things around the bus or out of the bus
  - Ring the bell except to stop the bus
  - Interfere with safety equipment or emergency exits
  - Cross the road until the bus has moved off. Drivers of other vehicles will not be able to see anyone who crosses the road just in front of or just behind a bus
  - Lean out of the windows
  - Distract the driver
  - Leave litter on the transport
  - Eat or drink whilst on the transport

  Students should stay seated for the whole journey and make sure they have all their belongings as they leave the vehicle. If something is forgotten they should telephone the bus or taxi company. Parent/carers are ultimately responsible for the behaviour of their children on school transport and are asked to sign an agreement to this effect when they apply for the transport. The school will investigate reports of misbehaviour and take appropriate

action. Contractors are responsible for the safety of passengers once they have been accepted onto the vehicle. Incidents of misbehaviour will be reported to the County Council or the school. Some vehicles may have video cameras which assist with identifying students who misbehave.

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

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

- 9.14 Music Players (mobile phones used for music purpose):
  These items must not be used during the school day (the only exception being sixth formers in the 6th Form Centre). If these items are seen during the day, the device and headphones will be confiscated and handed into reception. On the first occasion, the student may retrieve the device and headphones at the end of the school day. On subsequent occasions they will be confiscated for a longer period. A record will be kept by reception so that the frequency of confiscations can be monitored.

- 9.15 Jewellery and other items: (see Uniform policy)
  Items that do not comply with the uniform or sixth form dress codes will be confiscated, and the item will then be held in safekeeping at reception and returned to the student at the end of the day. If the issue persists then the parent/carer will be required to attend a meeting to discuss the issue with a member of the LT.
  One small discrete stud is permitted in each ear. Any additional facial piercings such as eyebrow, lip, nose or tongue are not allowed, and students will be requested to remove these immediately. To avoid financial loss and the inconvenience of having to remove new piercings we advise that students do not have these done during term time as this rule is non-negotiable.

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

- 9.17 Weapons and offensive items:
  Circumstances will always be considered when determining the most appropriate and just sanction. In most cases students will receive a fixed term suspension. In some cases, a permanent exclusion may be justified

10. Prevent
    - Great Marlow School recognises the possibility that exposure to extremist influences and materials can lead to safeguarding concerns. Under section 26 of the Counterterrorism and Security Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Please refer to The Child Protection and Safeguarding Policy for further information

11. Appendix
    - Appendix 1 – **Code of Conduct**
    - Appendix 2 – **Response and De-escalation Strategy**
    - Appendix 3 – **Behaviour Curriculum Policy**
    - Appendix 4 – **Home School Partnership**
    - Appendix 5 – **Attendance summary**

Appendix 1

Code of Conduct

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

RESPECT yourself

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

RESPECT your staff

- Ensure that all work is completed on time and to the best of your abilities
- Always adopt a positive attitude

RESPECT your peers

- Show courtesy and kindness. Respect the rights of others to their beliefs and views and respect the property of others
- Always use appropriate language

RESPECT your learning

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

RESPECT your environment

- Take care of your surroundings; put all litter in the bins provided
- Help ensure that school is a healthy, safe environment for all

RESPECT your school

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

Appendix 2

Response and De-escalation Strategy

This strategy forms part of the Great Marlow Behaviour for Learning Policy

Content

1. **Intention of this strategy**

   1.1 The Strategy

   1.2 Intervention and Response

2. **Implementation of strategy**

   2.1 Achievements

   2.2 Behaviour, consequences, and reports at each zone of intervention

   2.3 Personnel involved within each zone of intervention

   2.4 The use of Behaviour points – Behaviour menu

   2.5 Student experience

3. **Impact of The Strategy**

1. Intention of this Strategy

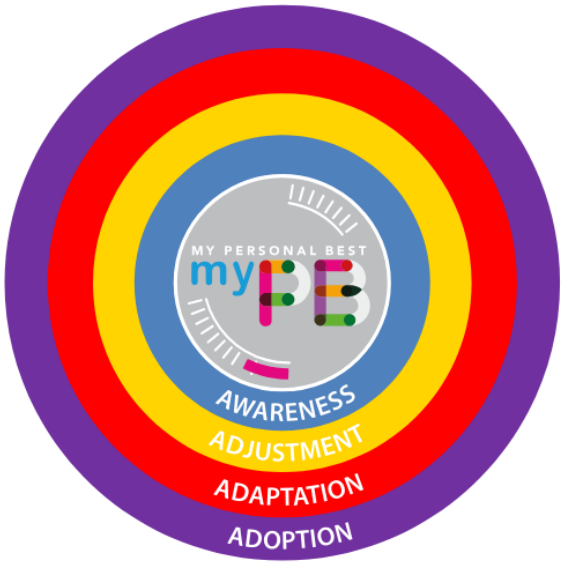
1.1 The Strategy

This strategy is based on the Great Marlow Schools concept that all students do well and are well when working at 'Their Personal Best' and is founded on the 6 core principles that create a zone of 'My Personal Best' as stated in the schools published code of conduct that all students should consistently develop and demonstrate: -

- Respect
- Responsibility
- Resilience
- Readiness
- Resourcefulness
- Refection

Our Behaviour for Learning Policy establishes that when students actively demonstrate behaviours within the zone 'My Personal Best' and in line with this code of conduct then the school as a community can flourish in a calm, safe and supportive environment.

However, at times a minority of students will fall short of the behaviour standards expected of them and as set out in the code of conduct. When this happens a clear response from the school community will result that is reasonable, fair and just so as to help the student make a better choice next time and help them understand that they must take responsibility for their own behaviour and that their actions have consequences. These are set out in five zones of reasonable response from the school.



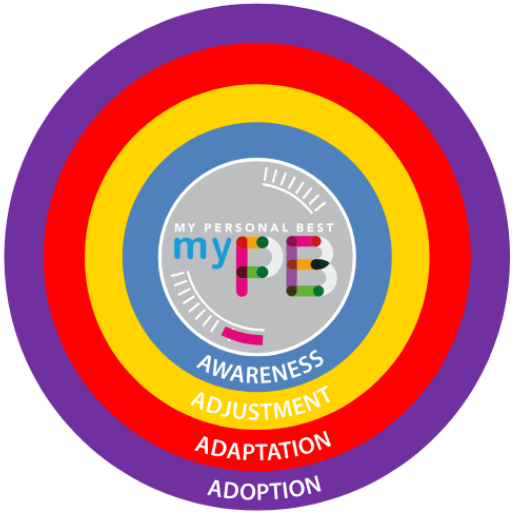
This is to ensure that: -

- All students endeavour to develop and have recognised when their behaviours demonstrate that they are working at their Personal Best
- Any student whose behaviour does not reflect those set out in the code of conduct will be made aware of this fact, and any consequences that may result will be fair, just and appropriate
- Parent/Carers are fully informed when such behaviour occurs and will support the school's actions to de-escalate the situation and, wherever possible, rapidly return a student to their normal or new learning routines
- Staff are confident and well supported in dealing with students whose behaviour falls short of these expectations so that teaching and other students' learning in their lessons is not disrupted, nor the calm and safe learning environment of the school disturbed.
- Accurate and helpful data regarding behaviour is collected to enable school leaders to monitor standards and implement improvements where needed

1.2 Intervention and Response

To enable this, the staff will respond to any behaviour that falls outside the zone of 'My Personal Best' of the code of conduct within five broad zones of intervention, depending on the behaviour or cumulative behaviour exhibited. Examples of the type of behaviour that may be seen at each level, along with the possible consequence for students and the support for teachers and staff, are set out in section 2 of this strategy.

These zones of intervention are: -



1.2.1 Zone 1 – Aligned behaviours to the zone of "My Personal Best"

Responses within this zone intend to enable and encourage all students to actively work at their **Personal Best** so that they can enjoy their time at school and flourish in a safe and caring environment, and that such behaviour will be developed and appropriately recognised through the school's reward system. All staff are involved at this level.

1.2.2 Zone 2- Awareness of consequences

Within this zone of intervention, staff help students make good choices but also clearly make them aware when poor choices have been made and implement appropriate responses that de-escalate the situation and support the student to return to learning. These behaviours are not recorded on SIMs, but teachers and staff are vigilant and inform students that this may lead to cumulative concerns regarding behaviour.

1.2.3 Zone 3 – Adjustments to normal provision

It is made clear within this zone of response that some behaviour or cumulative behaviour is past a normal threshold and will result in the school adjusting the provision for the student to: -

- maintain a safe and calm learning environment for others
- help the student make better choices in the future
- understand that students must take responsibility for their own behaviour
- accept that their actions have consequences.

Parent/carers will always be informed when this is the case, and the behaviour or cumulative behaviours will be recorded on SIMs as either a B1, B2 or B3 behaviour (see chart 2.1).

1.2.4 Zone 4 - Adaptations to education

This zone of response makes clear that some behaviour (see chart 2.2) will result in the school having to implement a serious adaptation to the student's education in the school. Such behaviour is beyond the second threshold. This is to bring the impact of a student's behaviour on classes and the school community to a halt, and provide a time of reflection for the student and a plan to support the student to be created and implemented by the school. This will always involve the students' parent/carer as well as the Head of Department, and when appropriate, the DOL and/or SSO. Only when the adaptations have been implemented and have had impact will the student be able to return to the normal learning provision within the class in which the behaviour occurred. The behaviour or cumulative behaviours will always be recorded on SIMs either as a B4 or B5 behaviours.

1.2.5 Zone 5 – Adoption of alternatives

This establishes that on very rare occasions a student's behaviour or cumulative B4 or B5 behaviour constitutes a serious risk or offense to others or to the calm and safe school environment and falls well below the expectations of excellence, compassion and integrity expected of all members of The Great Marlow Community. At such times the school will seek to adopt an alternative provision for the student.

Parent/carers will always be kept fully involved and informed and such decisions will always involve members of the school senior leadership team as well as the Executive Head teacher and where required by other school policies Governors and Governors of the Trust.

2. Implementation

To support the implementation of this strategy, the following charts have been created

2.1 Achievements

2.2 Behaviour, consequences, and reports at each zone of intervention

2.3 Personnel involved within each zone of intervention

2.4 The use of Behaviour points – Behaviour menu

2.5 Student experience

2.1 Achievements

Characteristic of good behaviour	**Examples of good behaviour**	**Appropriate range of Rewards**	**Staff Responsibility**
Demonstrating one of our 6Rs 1 achievement point	Readiness for learning, representing form Improvements made in class	Verbal praise Achievement points under 6R categories	The class teacher identifies and acts
Consistent progress and/or attitude in lessons 3 achievement points	Progress	Verbal praise Achievement points under 6R categories	
Student of the fortnight 5 achievement points	Representing year/department	HOD / DOL Achievement points	Class teacher to record on SIMS
		Postcard home	Class teacher to record on SIMS
10 achievement points	Exceptional piece of work/assessment	Headteacher awards	Reception staff to record on SIMS
Consistent demonstration of 6Rs, over and above the peer group 30 achievement points		End of term certificate	Reception staff to record on SIMS
150 achievement points	Accumulation of achievement points	Email home from Form Tutor	Form Tutor to send
250 achievement points	Accumulation of achievement points	Postcard home from Form Tutor	Form Tutor to send
350 Achievement points	Accumulation of achievement points	Postcard home from DOL / SSO	DOL / SSO to send
450+ Achievement points	Accumulation of achievement points	Postcard home and £10 gift voucher	DOL / SSO to organise and send

2.2 – Behaviour, consequences and reports at each zone of intervention

Zone of Concern	Behaviour Points	Examples of misbehaviour	Appropriate range of Consequences	Staff Responsibility	De-escalation and Recovery strategy based on 6Rs
Zone 2 – Awareness **Disturbing** Learning and teaching for self and others, infringing school expectations	N/A	Chewing gum Inadequate work Uniform/jewellery Equipment Homework Lateness Interrupting	Verbal warning, Positive reinforcement/ correction conversation	The class teacher identifies and acts Not logged on SIMS Seek out support and advice from colleagues	The teacher reminds students of respectful behaviour and classroom expectations Student accepting responsibility
Threshold 1 **(Disrupting the Learning, Teaching and smooth running of the school)**					
Zone 3 – Adjustment **Disrupting** learning and teaching or smooth running of school. Causing hurt.	B1, B2 or B3	Inappropriate use of a phone Lack of cooperation Persistent zone 2 behaviours	Change approach Move seat, Detention Community service Restorative conversation Report card Remove from the lesson within the department	Class teacher to record on SIMS Contact with parent Department/DOL discussion Seek out support and advice from colleagues	Reparation of damage Restorative conversation to include students, teacher and department lead and parent/carer

Threshold 2 **(Deliberate and persistent defiance, causing harm or offence)**					
Zone 4 – Adaptations **Deliberate** acts of defiance to cause harm or offence and blatant disobedience Persistent and repetitive defiance to cause hurt or offence, blatant disobedience and actions involving or inciting threat and harm Causing damage, defiance and/or offence	B4 or B5	Intimidation of other students Refusal to work/follow an instruction Failure to attend detentions Deliberate undermining of staff authority Bringing school into disrepute Defiance across several lessons respect Behaviour likely to endanger the safety of others Physical attack Significant/persistent bullying, Possession of weapons/drugs/alcohol Persistent zone 2 and zone 3 behaviours	Change of class Remove from lesson Isolation Fixed-term suspension Report card	Class teacher to record on SIMS 4/5 points Seek out support and advice from colleagues	Reintegration meeting Parental meeting

Zone 5 – Adoptions Persistent / Severe one-off behaviour/accumulation of behaviour points	Interventions available: PRU Outreach, External mentor, Behaviour Support plan, Permanent Exclusion

2.3 – Personnel involved within each zone of intervention

Zone of Intervention	Class Teacher	Parent/Carer	HOD	DOL and SSO	Leadership Team	Executive Head
Zone 1 – Aligned activity	✓	✓	✓	✓	✓	✓
Zone 2 - Awareness	✓					
Threshold 1						
Zone 3 – Adjustment	✓	✓				
Threshold 2						
Zone 4 - Adaption	✓	✓	✓	✓		
Zone 5 - Adoption	✓	✓	✓	✓	✓	✓

2.4 - The use of Behaviour points - Behaviours menu

B1 Behaviours	Lack of equipment, homework, uniform/jewellery, other (minor), lateness to lessons
B2 Behaviours	Missed detention, unkind behaviour, damage to property (minor), truancy from lesson, equipment misuse, inadequate work, racist incident (scale 1), social media, disrespect to staff/rudeness, inappropriate use of mobile phone, physical contact, disruptive behaviour
B3 Behaviours	Damage to property serious, racist incident (scale 2), smoking/vaping, truancy from school, removal from lesson to department, scuffle, verbal outburst, peer on peer minor, other (severe), defiance
B4 Behaviours	Peer-on-peer abuse serious, persistent defiance, persistent disruptive behaviour, verbal abuse (student), removal from lesson to isolation, racist incident (scale 3/4), persistent disrespect to staff/rudeness
B5 Behaviours	Theft, verbal abuse (teacher) weapon, sexual misconduct, assault, illicit substances

2.5 – Students' experience

Zone of Intervention	Student experience
Zone 1 – Aligned activity	Verbal Praise Achievements logged on SIMS Parental contact Certificates and awards Headteachers commendation Celebration of Success
Zone 2 - Awareness	Quiet reminder of Personal Best Positive reinforcement Teacher conversation
Threshold 1	

Zone 3 – Adjustment	Change approach from teacher Student asked to move seat Detention Community service Restorative conversation with member of staff Student placed on report card Remove from lesson within department
Threshold 2	
Zone 4 – Adaption	Change of timetabled class Remove from lesson/s Internal isolation Fixed term suspension Student placed on report card
Zone 5 – Adoption	PRU Outreach External mentor Behaviour Support plan Fixed term suspension Managed move Permanent Exclusion

3 Impact of this Strategy

If the policy is working successfully, the school and its community will flourish in a calm, safe and supportive environment. There will be purposeful interaction between all members of the school, and it will be a place where staff and students will want to be.

Formal monitoring and evaluation processes include:

- The DOL's and Leadership Team review behaviour by year group and groups on a regular basis
- Governors review fixed-term suspensions and exclusions at regular Governors meetings
- An annual discussion with the student voice on the reward system and selected elements from the Behavioural Policy
- The DOL's analyse ATL scores following each Progress report and will regularly interrogate information seeking to identify trends and patterns as well as interventions as appropriate.
- The policy is reviewed each year by the Leadership Team and Board of Governors.

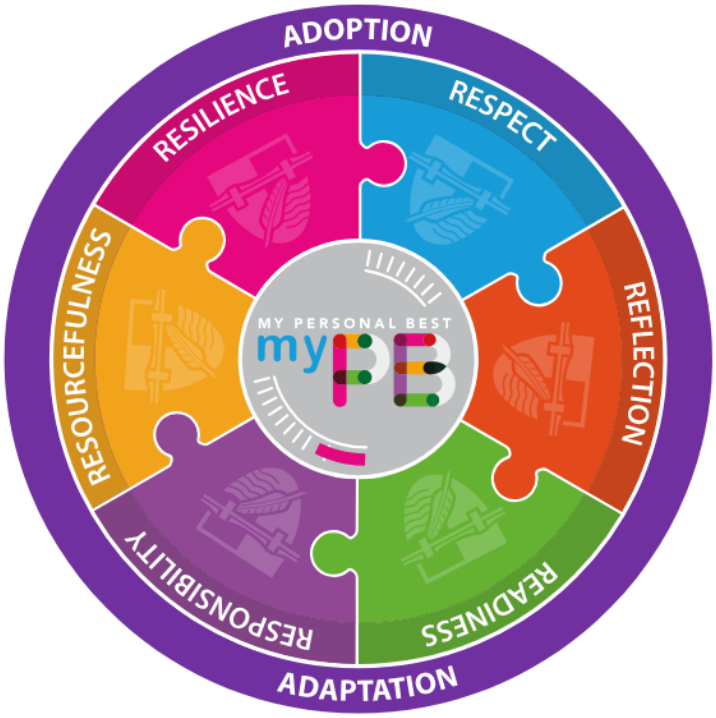
Appendix 3
Great Marlow School
Behaviour Curriculum Policy

Our intent and purpose is to ensure a high-quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society. Our shared core values are excellence, compassion and integrity, which underpin all aspects of this and all school policies. We believe that good behaviour in school is central to a high-quality education, and we will manage behaviour well so as to provide a calm, safe and supportive environment in which students want to attend, learn and thrive.

Introduction
In order to create a calm, safe and supportive environment this Behaviour Curriculum is based on the principles of "My Personal Best" and the school code of conduct:

My Personal Best

- Respect
- Responsibility
- Resilience
- Readiness
- Resourcefulness
- Reflection



Code of Conduct

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

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

RESPECT your staff
- Ensure that all work is completed on time and to the best of your abilities
- Always adopt a positive attitude

RESPECT your peers
- Show courtesy and kindness. Respect the beliefs, views and properties of others
- Always use appropriate language

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

RESPECT your environment
- Take care of your surroundings; do not drop litter
- To help ensure that school is a healthy, safe environment for all

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

To create and maintain high expectations, we will teach, develop, recognise and reward good behaviour in line with our ***behaviour for learning policy.*** We believe the modelling and teaching of behaviour to be just as important as academic learning. The school will promote high expectations, clarity, consistency, and respect for all. When students join Great Marlow, they embrace our principles and value kindness. This will enable and support students to be compassionate, successful, and resilient contributors who will create a better society.

Our Behaviour curriculum enables the school to:

- Work together as a community to ensure that everybody has the right to an education. If we don't work together, valuable lesson time may be lost, and progress will be affected.
- Show **Kindness** and **Respect** and care for everybody in our school, be that in lessons or around the school at break times and lesson transitions. Everybody has the right to be respected, and we work together to be kind and supportive.

- Develop **Resilience** to reflect and learn from our experiences and be the best that we can be. We respond maturely to advice and feedback from staff and strive to improve in all that we do.
- Have aspiration to take **Responsibility** for our own actions and work hard to achieve our future goals.

The process for teaching behaviour explicitly is as follows:

- Identify the behaviour we expect
- Explicitly teach behaviour
- Model the behaviour we are expecting
- Practice behaviour
- Recognise excellent behaviour
- Create conditions for excellent behaviour

It is important that all staff know the details of this curriculum, teach it explicitly to students and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in a positive environment and where teachers are free to teach.

SEND

While this curriculum is for all students, it will be applied differently in different year groups, depending on students' ages and may be applied differently depending on individual students' SEND needs. Sensitivity must be applied at all times when teaching the curriculum unimpeded.

Great Marlow School
Student Expectations

We value the principles of "My Personal Best" to create a calm, safe and supportive environment that inspires students and staff.

Always:

Follow the code of conduct and treat everyone with Respect

In Lessons	Outside of Lessons
• Arrive on time • Enter room calmly • Remove coats and outdoor clothing • Planners and equipment out • Follow instructions – first time • Speak to people with respect • Pack away when asked to • Wait to be dismissed	• Move calmly around the site • Go straight to lessons • Mobiles should not be out • Do not drop litter • Respect others who are moving • Respect school property • Speak to people with respect

Appendix 4

GREAT MARLOW SCHOOL: HOME-SCHOOLPARTNERSHIP

Student's Name:

Form:

Great Marlow School will undertake to ensure that:

- students work hard in a **kind**, safe, happy environment
- students' efforts are recognised and their achievements rewarded
- parents/carers are offered regular information on their child's progress via reports and parent/carer evenings
- parents/carers are given early warning of any difficulties or problems with a student's work, relationships or behaviour
- concerns from home are responded to in a supportive manner.
- parents/carers are invited to be involved in school events and activities
- parents/carers are entitled to regular access to teachers at mutually agreed times
- information is provided about the school via the website, email and newsletters

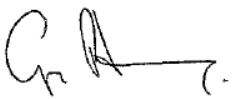
Students at Great Marlow School will undertake to:

- demonstrate a **readiness** to learn
- adopt a **resilient** attitude to their learning
- work hard and accept **responsibility** for their ownlearning, conduct and effort
- show **respect**, understanding and concern for others
- attend school regularly and punctually
- be **resourceful** in their attempts to realise their potential
- follow the Code of Conduct, Behaviour Policy and Uniform Policy
- be **kind** and **reflective** of their actions as a member of the school community
- organise themselves and take **responsibility** to meet homework and classwork deadlines
- demonstrate **readiness** in bringing all the necessary books and equipment
- take advantage of all learning opportunities so as to fulfil their potential
- **respect** all members of the school community and the school environment
- **respect** people in the local community and their property.

Parents/Carers of students at Great Marlow School will undertake to:

- ensure that students attend regularly, are punctual and avoid absences
- encourage positive attitudes towards school and help their children with organisation and appropriate equipment
- support the school's Code of Conduct, Behaviour and Uniform Policy including school detentions
- ensure homework is completed and planners are signed weekly
- contact your son/daughter only via school reception during the school day
- meet with teachers, if requested to do so
- keep the school informed about any factors which may affect their child's well-being, happiness and progress or any changes of contact details.

Signed on behalf of Great Marlow School



Headteacher
Great Marlow School

I have read and understand the agreement between myself and Great Marlow School and am happy to support the agreement in full.

Signed:

Student:

Date:

I have read and understand the agreement between myself and Great Marlow School and am happy to support the agreement in full.

Signed:

Parent/Carer:

Date:

Appendix 5

Attendance Summary

We are committed to raising the level of achievement of all our students; promoting regular attendance is an integral part of this objective. Regular school attendance is vital to help children achieve and get the best possible start in life. Children who frequently miss school often fall behind. There is a strong link between good school attendance and achieving good outcomes.

The Governors at Great Marlow School view attendance as a safeguarding issue, and in accordance with this policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences to safeguard the welfare of children and young people in its care. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and taking off roll, and understand how important this practice is in safeguarding children and young people.

Good attendance and punctuality at school show potential employers that a young person is reliable. Young people who are frequently absent or late for school are more likely to become involved in or be a victim of crime and anti-social behaviour. We will contact parents/carers directly if we have any concerns about a student's attendance. Buckinghamshire County Council offers a range of services to support families who encounter difficulties in ensuring their children attend school regularly. This policy recognises that behaviour and attendance can be affected by a range of factors and therefore should be set alongside other school policies: (see Child Protection and Safeguarding, Behaviour for Learning, Attendance and Special Educational Needs)