



MARLBOROUGH COLLEGE

Behaviour Management Policy

Michaelmas Term 2023



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1. Introduction

- 1.1 Marlborough College promotes positive behaviour and relationships throughout the whole community. This is, in part, to protect and promote pupil welfare, which is of paramount importance.
- 1.2 It is also, in part, in the belief that positive behaviour enables the smooth and orderly management of the College academic, pastoral and co-curricular offering and thus facilitates the delivery of its aims in these areas, on behalf of pupils.
- 1.3 Positive behaviour and relationships are encouraged primarily through engaging and stimulating Academic and Co-curricular opportunities, and through the Pastoral Care structure, and are reflected in the published Aims.
- 1.4 Through clearly stated College rules, robust systems of communication and consistently applied, centrally-recorded disciplinary responses, the College aims to create a system where infringements of the College rules and the use of the sanction system are minimised, and all discipline is viewed primarily in a pastoral context.
- 1.5 Furthermore, the College will be cognisant of issues related to special educational needs and disabilities, and their impact on the individual needs of pupils when considering disciplinary incidents, including where disciplinary sanctions are applied.
- 1.6 Members of staff are expected to set a positive example to pupils and to establish an appropriate tone with regard, for example, to courtesy, dress, punctuality and personal conduct. Mutual respect between pupils and staff is central to the College's ethos.
- 1.7 The College explicitly rejects any use of corporal punishment, or sanctions which may humiliate or degrade pupils.

2. Documentation

- 2.1 This policy applies to the whole College.
- 2.2 The promoting of positive behaviour and relationships is achieved through a variety of means. These include:
 - 2.2.1 The development of clear Aims for the College, and the articulation of these in the Almanac and Parents' Handbook, as well as in the College's internal documentation.
 - 2.2.2 The Marlborough Charter – developed by senior pupils and disseminated via the Almanac and Assemblies, as well as in the College's internal documentation.
 - 2.2.3 The Bullying Statement – developed originally by pupils, reviewed regularly by Heads of Houses and Prefects. Posted on House notice boards, printed in the Almanac and in the Parents' Handbook.
 - 2.2.4 The Upper School Contract – sent to parents in the summer before Lower Sixth, signed and retained in pupil files.
 - 2.2.5 ICT Acceptable Use Policy signed by pupils.
 - 2.2.6 Mobile Phone Policy

- 2.2.7 School Rules – listed in the Almanac.
- 2.2.8 Addressing Sharing Nudes and Semi-Nudes/Sexting/Youth Produced Sexual Imagery and Child on Child Abuse policies.
- 2.2.9 Sanctions for Disciplinary Matters.
- 2.2.10 Physical Restraint of Pupils Policy.
- 2.2.11 Protocol for Searching Pupils’ Rooms and Possessions.
- 2.2.12 Smoking, Alcohol and the Misuse of Drugs and Substances Policies.
- 2.2.13 Countering Bullying Policy.

3. Regulatory framework

- 3.1 This policy has been prepared to meet the College's responsibilities under:
 - 3.1.1 Boarding schools: national minimum standards (Department for Education (DfE), September 2022);
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Children Act 1989;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Equality Act 2010 and schools;
 - 3.1.6 Education Act 1996.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 Keeping children safe in education (DfE, September 2023) (KCSIE);
 - 3.2.2 Preventing and tackling bullying: advice for headteachers, staff and governing bodies (DfE, July 2017);
 - 3.2.3 Advice and guidance: how can we stop prejudice based bullying in schools (Equality and Human Rights Commission);
 - 3.2.4 Relationships education, relationships and sex education and health education guidance (DfE, updated September 2021).
 - 3.2.5 The Independent Schools Standards (April 2019).
- 3.3 The following College policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 Risk Assessment Policy for Pupil Welfare;
 - 3.3.2 Safeguarding and Child Protection Policy;
 - 3.3.3 Complaints Procedure and Advice on Confidential Discussions for Pupils;
 - 3.3.4 SEND Code of Practice Policy;

3.3.5 Sanctions for Disciplinary Matters;

3.3.6 School Rules.

4. Action

- 4.1 The reinforcement and celebration of pupil contribution, engagement and achievement via year group and House Assemblies, and via the College's online and published records.
- 4.2 The use of an effort-based reward system for academic work in both the Lower and Upper School, as well as recognition of outstanding quality academic work via Prizes, Copies, Commendations and Distinctions.
- 4.3 Colours and Prizes are awarded for effort and achievement in particular areas of Co-Curricular activities, including sport, music, drama, and contribution to the community according to criteria established by the Deputy Head (Co-Curriculum & Outreach).
- 4.4 The regular communication of pupil contribution, engagement, initiative and achievement to parents, via the College website, regular newsletters and College/House-based social media.
- 4.5 An open system for the selection of Prefects which combines pupil and staff nomination and individual application, and which includes interviews which focus on contribution to the community.
- 4.6 Regular central meetings with Prefects (weekly) and Heads of Houses (fortnightly) which discuss College 'mood' and atmosphere. House-based regular meetings of House Captains, plus Heads of Year meetings with representatives from all year groups, to seek the 'pupil voice'.
- 4.7 The inclusion of Bullying and Digital/Cyber-Safety as elements within the PSHEE curriculum, including presentations from external speakers.
- 4.8 The promotion of regular, open communication with parents about generic issues of shared concern related to pupil welfare and behaviour. Recent examples include social media, post-exam 'Leavers' trips, use of food supplements, as well as a regular annual drugs update.
- 4.9 Regular review of the disciplinary structure and the issue to Housemasters/Housemistresses of clear guidelines as to the disciplinary 'tariff'.

5. Structure

- 5.1 The maintenance of a minor sanctions system, via the College Proctor, Heads of Year and Second Master, which enables a consistent, fair and pastoral approach to low-level disciplinary infringements.
- 5.2 The commitment on behalf of House and Management Team staff to work together on disciplinary and pastoral matters, carefully balancing the interests of individual pupils with those of the wider community.
- 5.3 The use of the College data management system to provide a record of all sanctions from concerns to suspensions, as well as academic rewards, such that these are accessible to Tutors, and iSAMS user-accounts, and to House and senior staff, including the College Proctor.

- 5.4 The ability, both in House and centrally, for staff to develop an overview of patterns of behaviour via the sanctions system, both in terms of individuals and wider patterns (e.g. year groups).
- 5.5 A regular review of sanctions, via the College Proctor.
- 5.6 The use of the wider pastoral structure (e.g. Medical Centre, Dames, Chaplaincy, Artemis, PSHEE, Tutors) to promote positive behaviour, especially in respect of risk-taking.
- 5.7 A system for regular, random testing for substance abuse, advertised to pupils and parents and designed to deter experimentation.
- 5.8 A system for the management of pupil access to alcohol at social events for the Upper School. Clearly defined limits are discussed with pupils and parents, and pupils are asked to give their explicit consent and cooperation to the system, including checking consumption, via use of breathalysers.
- 5.9 The use of INSET to train staff to recognise and deal with e.g. bullying, cyber-bullying, substance misuse, vulnerability to radicalisation, including the use of the disciplinary system in relation to these issues.

6. Version Control

Author:	Second Master
Approved by:	The Master
Date:	Michaelmas 2023
Review Date:	Michaelmas 2024
Circulation:	College Website, A-Z Policies