

Our values:



We believe: Successful lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

We expect students to always aim to:

- Take part in all learning with a positive attitude, aiming for the highest levels and grades and to develop and sustain a love of learning for life. Be involved in your target setting with teachers and your parents / carers. Know your current achievement and the next steps you need to take in each subject to improve.
- Seek help and guidance for all classwork, coursework and homework as needed, including taking up personalised programmes of support when offered by the school.
- Take responsibility for your own behaviour and ensure it doesn't negatively affect the experience of other students in the school.
- Take part in regular conversations with your tutor, parents / carers about your progress and attitude to learning.

- Take advantage of opportunities outside of the school day where necessary to assist you in maximising your potential.
- Discuss with staff any problems with attendance, punctuality or issues that may affect your work or behaviour and work with us to find solutions.
- Work with other students within an atmosphere of respect and friendship.
- Read comments on your work, respond to targets and take the next steps to improve your work.
- Attend school every day, making sure you arrive on time, ready for learning and with all of the correct equipment.
- Have a growth mindset and understand that through sustained effort you can achieve.
- Comply with the schools Technology policy and Internet access policy.
- Follow the school's code of dress and SMART systems at all times.
- Know that if you chose to break the behaviour policy, there will be fair and consistent consequences that need to be accepted and understood.
- Present yourself ready to learn with all elements of your uniform correct to the school policy.

Teaching of expected behaviours:

All students go through the first day PowerPoint with their tutors. This outlines systems and processes and highlights expected behaviours.

Every morning students meet their tutor in their year group lines, where SMART and equipment are checked, ensuring students are prepared to start their day.

Expectations for how to move around school safely are reinforced by staff being proactive at social times and between lessons. Students are encouraged to walk, make use of the one-way systems and to be respectful of staff and other students at all times.

Year group assemblies are another opportunity for teaching expected behaviours, students enter the assembly hall via the main corridor, in silence, with their bags and coats off.

All staff follow the same routine for the start of lessons: Meet, Greet, SMART and Seat in order to ensure the swift and efficient start to every lesson.

PSHE and SRE curriculum map

SRE 2023 - Overview

Appendix N

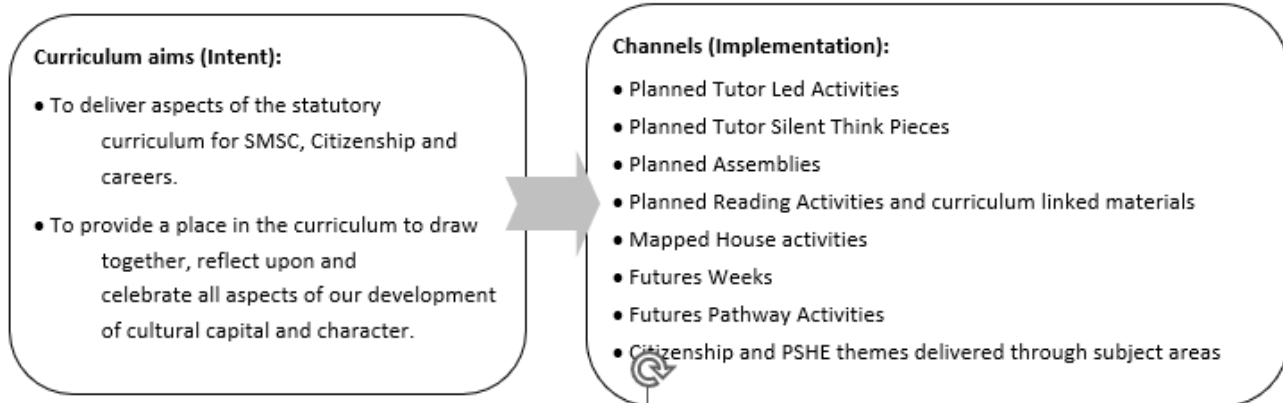
Behaviour
for
Life

	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1	Relationships Pressures, family and friends Managing changing relationships	Relationships Good relationships – friend or foe Power and control	Staying safe Saying no Rights and responsibilities Strategies	Porn Awareness Reality of relationships Evaluating impacts	STIs Consequences or choices and risk factors Sources of support Condom refresh
Lesson 2	What's love got to do with it? Negative relationships, pressure and changing nature of relationships	That's inappropriate Sexual bullying – impact and challenging this.	Condoms (local need for this in Y9) Skills, confidence, and contraceptive use	Crush – abusive relationships Danger signs empathy	Parenthood Options Impact Empathy
Tutor session 1	Body image	Sex and the law Rights and responsibilities	Views, values, and the law	Sex awareness – reinforcing lesson content	Refresh – STI local offer
Tutor session 2	Boys body image	Consent	Views, values, and the law	STI testing – local offer	Refresh – C card, Emergency contraception local offer
Tutor Session 3	Is it real? – online media images, influencers	Confidence, gender	FGM (Reading)	C card – local offer Emergency contraception – local offer	STI's
Tutor Session 4			Revenge Porn (Reading)	Contraception	Menopause (Reading)

Marches Futures Pathway

The Marches Learning Mission Statement

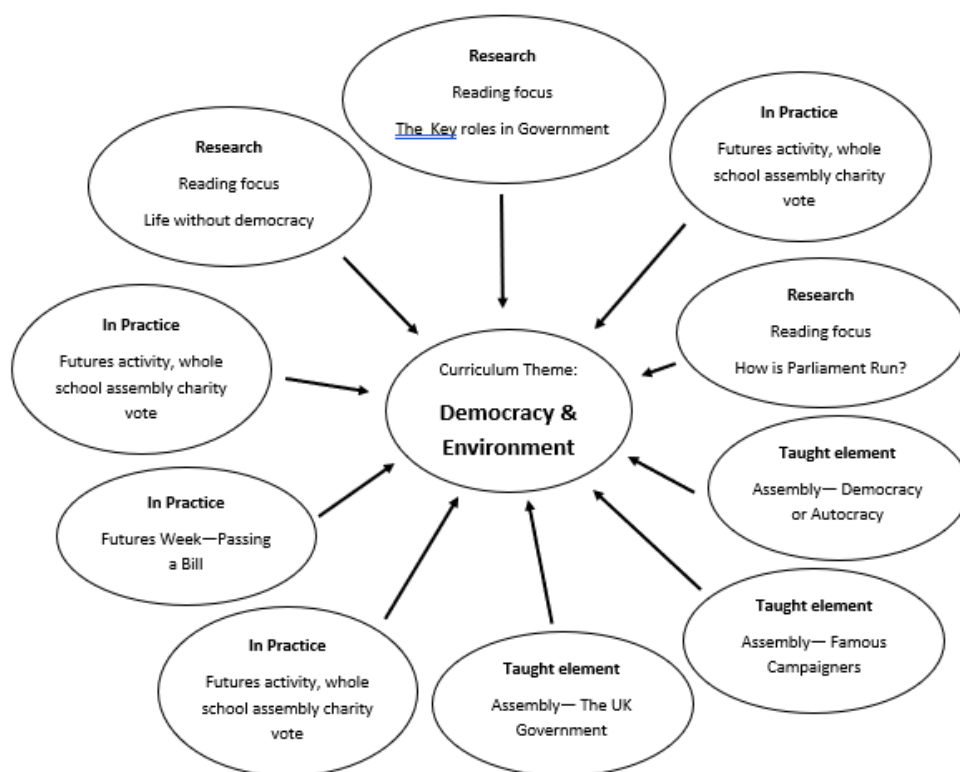
*We believe: Successful creative lifelong learners participate in a journey of self discovery.
They know how to learn, acquire skills and feel safe to take risks with confidence and
courage.*



Progress and Impact is monitored and measured through:

- Student Reflections Weekly and Half Termly summative reflections
- Participation in House and Charity Activities
- Participation in Student Voice activities
- Learning walks and social time observations
- Student Surveys

Example:



Enrichment and Extra curricular opportunities

Education at The Marches School radiates well beyond the classroom. Independent study is encouraged, and staff and facilities are accessible to facilitate and support this.

Extra-Curricular Clubs

The extensive range of clubs and extra-curricular activities take place during lunchtimes and after school and include offers from PE, Music, Drama, IT, English, History, Science to name just a few.

All at The Marches are encouraged to get involved with a range of activities. We want all students to challenge themselves and try something new and unusual.

School life is about much more beyond academic achievement. Engagement with our provision will allow students to develop important life skills, develop time management, diversify interests, learn about resilience and commitment, contribute to school life, raise self-esteem and develop relationships.

Activities change from term to term depending on the seasons and popularity of individual clubs. A current list can be found on the school website.

Physical Education

The Physical Education Department coordinate sports teams that enable students to participate in competitions locally, regionally, nationally and internationally. Sports include athletics, badminton, cricket, netball, hockey, swimming, rugby, rounders, football and cross country. Our students enjoy an enviable level of success and we actively support students to pursue their sporting passions. Provision within Physical Education also goes beyond elite sport with many opportunities for students to get involved in a diverse range of activities through the year, growing skill levels, improving fitness levels and trying new challenges.

We are immensely proud of our students' achievements, both in and outside of the classroom, and aim to support them in all that they do. All students, whatever their abilities, are encouraged to take part in physical activities, to promote a healthy lifestyle and the benefits of exercise.

A timetable of Physical Education extra-curricular activities can be found on the school website.

Scheme of Learning Year Overview	The Big Picture—Intent: Through opportunities provided by the staff at the Marches school and adults within the community <u>all</u> pupils will enhance their learning by taking part in a rich variety of activities outside of lesson time. These activities will provide pupils with rewarding experiences that will help them to grow as individuals as they take part. Pupils can follow interests, learn new skills, develop existing skills, try new things or showcase their abilities.			Extra Curricular and Enrichment
	In school Content Activity in the areas of : Sporting Academic progress Enrichment Personal Development	Skills Skills for team or individual sport Keeping fit and healthy Acting, set design, lighting. Singing playing or composing music and dancing. Debating, Science practical skills Placing the environment centrally in the school Leadership skills in a variety of environments Language skills Gardening	Soft skills The soft skills that would be grown through attending enrichment will develop our students as young adults. They will be learning to work with others and how to win or lose with grace. They will develop better time management and learn to be independent and well organised. Pupils will be better able to support others and show greater resilience through their experiences. Bigger events will show students the world around them and broaden their horizons for the future.	Larger experiences Trips for rewards Trips to enhance the curriculum to •Theatres •Live Sport •Museums •Cities Duke of Edinburgh Bronze, Silver, Gold expeditions Overseas trips for personal development •Ski-ing •Historical Battlefields •Sports tours •Expedition work
	Implementation Pupils can access clubs before, during and after school with the majority taking place at the end of the school day. Pupils and parents can find out information about enrichment from their teachers, the screens in the restaurant posters around the school and from the school website. The vast majority of activities are free to pupils with staff giving their own time to make these opportunities happen. Trips outside of school time rely heavily on staff goodwill to allow them to happen. Representative Sports Teams Playing sport for fun / fitness Orchestra / band / choir School productions and drama Eco opportunities and current affairs in our world Duke of Edinburgh award scheme Further study and subject development Where larger events and trips are planned staff will advertise in assemblies and through form or lesson time before confirming places with parents.	Marches Futures Links Planned curriculum events tie in to Futures weeks across the school. Futures weeks in school will enhance the learning programme, showcase current affairs and highlight career opportunities to pupils. Trips may develop knowledge of our place of Britain in the 21 st Century Pupils will be out in the local community with volunteering and other special events in the community. They will experience different cultures through overseas events, trips and exchanges. Many of these links will form part of the offer for all and some links will be opted into. Opportunities are provided to ensure that most activities are available to all.	Summative Assessment 	
Impact: Pupils will leave our school with a wealth of experiences beyond the classroom which will have sparked interest in new fields and activities. These experiences will have shaped them as they leave our school and leave them with lifetime memories and new skills which will allow them to thrive as young adults.				

Social routines and behaviours:

Each year group has its own designated area for social times; including options for tuck shop at breaktime, seated areas, access to a section of the astroturf and wet weather arrangements.

Students are expected to always remain in these areas.

Rewards

Reward points can be gained in every lesson of the day through the Lesson Grading System. Each lesson students are awarded a grade that reflects their attitude to learning:

Lesson Learning Grading Descriptors

1	2	3	4
Outstanding use of LORIC Active engagement in learning Independent learning Outstanding effort Completion of all work - beyond expectation	Good use of LORIC Engaged in learning Good effort	Negatively affecting the learning of self or others Not giving best to the lesson	Severely affecting the learning of both self and others Removed to exit room
2 Reward Points issued	1 Reward Point issued		1 Behaviour Point issued

Students are then able to 'cash in' their reward points in the Rewards Shop. Items in the shop vary from items of equipment, vouchers for local shops and utilities and even the option to 'buy' staff time.

In addition each term we offer a Rewards Trip to those students who have shown consistently good attitude to learning.

Consequences:

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use sanctions, because maintaining an ordered working environment for all students must be our first concern. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Asking a student to move seats
- Sending the student to 'cool off' or have some time out
- Expecting work to be completed at social times or at home
- Following a subject report
- Spending time in an alternative class
- Detention at breaktime, lunchtime or afterschool
- Directors Detention
- Referral to a senior member of staff
- Report
- Letters or phone calls home, with follow up meetings as required
- Agreeing a behaviour contract
- Social isolation
- Internal Exclusion
- Afternoon School
- Fixed Term Exclusion
- Pupil Planning Meeting with Local Authority Inclusion Team
- Personalised Learning Plans
- Offsite provision

School Support

We have several different layers of support available to all students and their families within school. In addition to this, we also pride ourselves on our links with local and national support agencies who we signpost to, and work with on a regular basis.

School based support:

Support	How they can support
Tutors	First point of contact for all concerns. See the student twice every day. Behaviour support. Wellbeing support Citizenship / Futures weeks
Head and Assistant Head of Academic Progress	Interventions relating to barriers to learning. Academic mentoring support. Behaviour support. Attendance Support.
Wellbeing Leaders	Behaviour support. Emotional Wellbeing. Mental Health Support. Link for Early Help.
Access Leaders	All round support for students with SEND needs.
School Counsellor	Available to support with a wide range of issues.
Raise	Safe space for students who are unable to access mainstream school for a variety of reasons (long term absence, bereavement, physical injury, mental health difficulties etc). Reintegration tool back to mainstream lessons. Used for student with a Time Out Pass
Reset	Bespoke targeted support for a few young people who are referred to prevent negative outcomes resulting from challenging behaviours and promote holistic progress. Cognitive screening & Access Arrangements screening.
Trailblazers	Linked to Bee U, provide mental Health Support on a 1:1 basis offering coping strategies to both the student and parents

Support	How they can support
Heads Up	Youth workers who specialise in supporting with many issues young people face. Available for group and 1:1 sessions.
SEND department	<p>Allocated Key workers for all SEND students.</p> <p>Provide range of interventions to meet needs of students with an EHCP or have a specific SEND need.</p> <p>IDL – Dyslexia supports for students identified an requiring further support with Literacy and / or Maths.</p> <p>Cognitive screening and support with Access arrangements.</p> <p>Homework club for SEND students.</p>
Hub	<p>Safe space at social times for SEND students.</p> <p>Hub club offers extra-curricular and enrichment activities to support development of students with SEND.</p> <p>Enable students to feel part of their own community</p>
School Nurse	Available to support with medical needs.
Looked After Children Link worker	Specific support for students who are looked after.