

Marwood School – Behaviour and Anti-Bullying Policy

Reviewed by:

School Council 30th January 2020

Teaching and Learning Committee 11th February 2020

Adopted by Full Governing Body – 11th March 2020

Covid 19 updated 19th May 2020 page 4 and 5

Our rights and responsibilities statement is central to our Behaviour policy and it is equally as relevant to staff as it is to pupils.

The Behaviour policy must be reflected in the actions and attitudes of all staff and pupils.

The emphasis is on high expectations and positive reinforcement.

Rights and Responsibilities in our School

Rights

- Everyone has the right to be secure and valued.
- Everyone has the right to courtesy and respect.
- Everyone has the right to work in a calm, orderly environment.
- Everyone has the right to expect others to care for property and the environment.

Responsibilities

- Everyone is responsible for their own behaviour.
- Everyone is responsible for creating and maintaining a secure, caring environment where people feel safe, valued and respected. □ Everyone is responsible for the care of property and the environment.

School Rules

1. Work hard
2. Be responsible for your own behaviour
3. Care for each other
4. Care for school property and the environment
5. Show good manners
6. Follow instructions from adults in school

Code of Conduct

Pupils are expected to:

- Look after school property and keep it tidy.
- Walk sensibly around the building.
- Be considerate and polite to other people.
- Work hard and do their best at all times.
- Take actions to correct mistakes in learning and behaviour
- Take pride in their achievements and in the achievements of others.
- Be proud of belonging to the school and be seen as a good advertisement in the local community.

Positive Reinforcement of Acceptable Behaviour

The following methods should be used to positively reinforce acceptable behaviour:

1. Recognition and Praise

Staff should ensure that they recognise good behaviour and offer praise where it is due. They should be aware of the 'Good Job' syndrome where mediocrity is rewarded with unwarranted praise.

2. Smiley faces, stamps, stars or stickers as appropriate

These may be awarded for good behaviour or work, and for reinforcing all aspects of acceptable behaviour as laid down in the code of conduct.

If awarded for work, the member of staff will draw a star on the pupil's work. The pupil will collect a sticker and place it on their chart. The star will be circled / ticked to show it has been collected.

One complete chart of stickers (20) earns a Bronze certificate in a Celebration Assembly (usually Friday.) See table below:

| Stickers | Certificate |
|------------|----------------------|
| 20 | Bronze |
| 60 | Silver |
| 100 | Gold |
| 140 | Super Gold |
| 200 | Platinum |
| 300 | Diamond |
| 500 | Headteacher's |

Stickers can be awarded by any member of staff at any time during the school day.

3. First Out

Child or group of children who show the most appropriate or correct behaviour to be first out at playtime or at the end of assembly / sessions or from the lunch hall.

4. Encouragement Certificates / Postcards
These may be awarded by staff and sent / posted home.

5. Star of the Week
Each class chooses two children to be awarded a certificate in the celebration assembly (Friday). The staff member in the assembly should tell the assembly what the child has done to receive the award.

6. Marbles / sweets in a jar
This and similar initiatives can be operated on an individual class basis. When the children are well behaved they are rewarded by seeing extra marbles put into the jar. Equally if they are not showing the correct behaviour then marbles may be removed from the jar. This visual representation helps focus children on working towards a common goal for a 'common' reward'. This is particularly effective when working towards a whole class target or reward, such as Golden Time.

Covid 19 update to behaviour policy 19th May

As children begin to return to school in greater numbers and with Covid19 concerns in mind, Head Teachers should work with their colleagues to identify children who may present behavioural challenges on their return to school. In Devon, will all be working on the basis that we want to find ways in which to accommodate all children successfully. This may of course include children who prior to lockdown were at risk, but also children who have had difficulties or even traumatic experiences whilst away from school and children who will find returning to a school, quite different from the one they left, confusing, unpredictable and challenging.

School leaders must also consider the health, safety and wellbeing of staff and all other children attending the setting. If a child is unwell, or showing the symptoms of Covid -19 (as defined by current government guidelines) or the school has information that parents are not following current government guidelines they will expect the child to remain at home and offer provision and support remotely informing relevant partner agencies. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom free child to return to school. Leaders will use their professional discretion, working with any partner agencies and LA officers should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children.

Additional areas for acceptable behaviour around Marwood School:

We expect children to:

- Follow any altered routines for arrival or departure
- Follow school instructions on hygiene, such as handwashing and sanitising
- Follow instructions on who pupils can socialise with at school
- Move around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- Tell an adult if they are experiencing symptoms of coronavirus
- Follow rules about sharing any equipment or other items including drinking bottles
- Follow amended expectations about break & play times, including where children may or may not play
- Use toilets and cloakroom facilities appropriately – only one child in any school toilet at a time.
- Follow clear rules about coughing or spitting at or towards any other person
- Amended rewards and sanction system where appropriate.

Schools will need to identify any reasonable adjustments that need to be made for pupils with more challenging behaviour.

Guidance for staff

Where schools are predicting risk around some pupils, the following would be useful:

- School teams should risk assess and consequently develop a school based plan designed to meet the pupils needs, reduce the risk of incidents occurring and which consider the safety and wellbeing of the pupil themselves, other pupils and school staff.
- Reference should be given to the Devon Graduated Response Tool, EHCPs and other assessment processes. Through the tool, school staff can consider their pro-active and responsive plans based on their understanding of the child's needs.
- Relational Support Plans, Co-Regulation Support Plans and Behaviour Care Plans are all useful templates for school based plans. These can also be supported by Five Point Scales.

- Where the individual planning for identified pupils is proving challenging, school staff should liaise with Babcock LDP SEN Support Teams and/or the DCC Inclusion Team as well as other agencies who may be involved with the child and family.
- Where a reduced timetable is being considered, other agencies should be consulted, a consensus agreed and an [Annex R](#) should be completed and returned to DCC Inclusion
- Once children are in school, school based plans should be monitored, reviewed and adapted when required. The SEND COP Assess, Plan, Do, Review approach applies to all children with identified SEN including unmet SEMH needs.
- If despite detailed planning and implementation, behaviour proves to be challenging, schools should again seek the support of Babcock LDP SEND Support colleagues and DCC Inclusion colleagues who can support the review of school based plans. Under current working arrangements that will be on a virtual basis.

Where there is a significant breach or persistent breaches of the school behaviour policy:

- Head Teachers can consider exclusion as a response.
- Reference should be given to the DfE guidance – [Exclusion from maintained schools, academies and pupil referral units in England.](#)
- Head Teachers should complete a Covid19 amended [Annex B](#) and return to DCC Inclusion.
- Where a pupil is excluded for disciplinary reasons, schools should reassess the pupil's RAG rating on their Vulnerable Pupils list
- During Covid19 restrictions, consideration should be given to maintaining contact with the child and family during the period of exclusion
- During the exclusion period, schools should review the pupil's school based plan considering what will need to be different about provision for the pupil to be successful on their return.
- On their return the pupil should be involved in a reintegration meeting which will outline how the school aims to support their successful inclusion.
- On the pupil's return to school staff should implement the school based plan effectively and consistently. They should continue to review the effectiveness of the plan making changes where appropriate. When in doubt, they should liaise with Babcock LDP SEND Support colleagues, DCC Inclusion Team Colleagues and other agencies.

Useful links:

[Babcock LDP SEN Support Teams](#)

[DCC Inclusion Team](#)

[Devon Graduated Response Tool](#)

[Governance Consultancy Team](#)

[Coronavirus posters for schools to display](#)

Sanctions for Unacceptable Behaviour

There will be a small number of children who, for a variety of reasons and in a variety of circumstances, will find it difficult to accept the Rights and Responsibilities statement on which the Code of Conduct and School Rules are founded. Every effort will be made through positive encouragement to enable these children to behave appropriately. It may, however, be necessary to impose sanctions to encourage reflection and bring about behaviour and attitude modification.

For some children on the SEN register there may be Individual Behaviour Plans and alternative approaches. Staff should check with Corinne Lethaby (SENCO) for the latest guidance and seek her advice with regard to setting up an Individual Behaviour Plan for a child. There are termly meetings to discuss this, or staff can make an appointment as necessary.

Marwood School also offers strategies such as the 'Anger Pack' or 'Thrive' to enable children to reach the level of emotional maturity to respect rules and enjoy an inclusive education.

Sanctions

Staff should challenge children whose behaviour is unacceptable. A clear message is given to the child outlining what is expected from them. (Explain the task required and say thank you. It implies that they have already done it, rather than 'please' which gives them a choice. Where possible do this unobtrusively.)

If further challenges are required, make it clear to the child that they could make better choices and that there will be consequences and sanctions should they continue to misbehave. Including loss of playtime – see below.

In the event that a child continues to disrupt / behave in an unacceptable manner they need to be isolated within the room. Make it clear that this sanction is due to their behaviour and after an appropriate period a return to the child's usual place should be agreed. Isolation should not be longer than a normal teaching session.

If a child continually has to be isolated the teacher should keep a record of the number of occasions and discuss it with the SENCO and headteacher. Parents should be informed.

If the child continues to disrupt / behave in an unacceptable manner they need to be removed to another classroom. The sending teacher must confirm with the receiving teacher the reasons and send any necessary work or reading for the child to complete. The receiving teacher should not enter into negotiation with the child and should teach their class as normal. A record should be made in the conduct log in the headteacher's office and parents should be informed.

Sanctions

Loss of playtimes and Think Sheets– Children to complete unfinished work and / or complete a ‘Think’ sheet to reflect on their behaviour.

The ‘Think’ sheet is an opportunity to reflect on what happened and how the child could have acted differently in that situation. The sheets are filed in the head teacher’s office and reviewed. If a child keeps getting ‘Think’ sheets then the processes below are put in place and parents informed.

Copies of the ‘Think’ Sheets are in the appendices of this policy.

In the event of a serious breach of the school rules involving assault, foul and abusive language or defiance, the member of staff should take the child to the headteacher or senior member of staff (Or send for them).

The senior member of staff will give the child time to calm down and then discuss their actions and how they could have made different choices and make an entry into the conduct log.

For repeated occurrences the child may go onto a daily report, with a strong emphasis on recording the child’s positive, productive behaviour. Parent will be informed by letter and invited to review their child’s behaviour and progress and add their comments to the daily report sheet, a copy of which will be sent home each day.

Pupils leaving site without permission.

The following steps should be taken:

1. Staff should check if the child is elsewhere onsite, and then notify the headteacher or senior member of staff immediately.
2. Phone parents and contact police.
3. Enter incident in conduct log.
4. Headteacher / senior member of staff will follow up the incident.

Fixed Term Exclusion

In the event that a pupil’s attitude and behaviour continues to disrupt learning or cause harm, despite all of the interventions listed above, the headteacher will follow the Devon Local Authority fixed term exclusion policy.

Permanent Exclusion

In the event that none of the above interventions has an effect on the pupil’s attitude and behaviour and the learning and safety of children at Marwood School is being endangered then the headteacher will instigate formal permanent exclusion (or seek a managed move) following the Devon Local Authority exclusion policy.

Anti-Bullying

What is bullying?

Bullying can mean many different things.

These are some ways children and young people have described bullying:

- Being called names
- Being teased
- Being pushed or pulled about
- Having money and other possessions taken or messed about with
- Having rumours spread about you
- Being ignored and left out
- Being hit, kicked or physically hurt in any way
- Being threatened or intimidated

The above definition is from <http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx>

Bullying can also be part of other forms of abuse including neglect and emotional, physical and sexual abuse. Staff have a legal duty to report such abuse and must follow the procedures in the Marwood School Safeguarding Policy.

Bullying is characterised by repeated, intentional and uninvited behaviour.

It can be physical, verbal or emotional, involving physical injury, threats and intimidation, teasing and name calling.

Equality

The school has a policy on equality which notes the predominantly white Christian nature of the school population.

In terms of behaviour and discipline we educate that injustice and prejudice are not tolerated. In practical terms staff and children must be alert to our children's use of derogatory language, be it racist, homo-phobic or referring to disability and to the bullying of people because of their differences. Racist bullying must be reported to the headteacher and a separate report filed with Devon Local Authority.

How Marwood School works to prevent bullying

The school educates children to treat each other with respect and what to do about bullying in the following ways;

- Through Social and Emotional Aspects of Learning (SEAL) with assemblies and classwork throughout the year based on; feelings and relationships, personal safety, lifestyle and culture, growing up, conflict resolution and peer pressure.
- Through the use of the SEAL Anti-Bullying theme – Spring term each year.

With the message:

Bullying can happen to anyone at any age. Being bullied at school, home or online might involve someone pushing you, hitting you, teasing you, talking about you, or calling you names. No one has the right to hurt you or make you feel bad, and if you are being bullied you don't have to put up with it; you can talk to someone about it.

- Life Education Caravan – the expertise of the educator in age appropriate sessions with an opportunity for parents to find out more.
- Modelling – staff model appropriate behaviour.
- Working with the school council to improve breaktimes and school facilities for children.
- Childline posters displayed around school.
- Effective sharing and understanding of the school rules.
- Intervention programmes – Thrive – Anger pack.

Cyber- bullying and Online Safety

Children are educated in appropriate behaviour and how to protect themselves when using ICT, this teaching is embedded across the curriculum. Children follow the appropriate ICT and internet use policy.

Parents and children are informed about www.thinkyouknow.co.uk and the Child Exploitation and Online Protection Agency (CEOP).

There is an important link here to the Safeguarding policy and staff need to be aware of the potential for abuse.

Bullying is not tolerated at Marwood School.

The procedures for dealing with bullying follow the sanctions procedures listed in the behaviour policy above, with the additions that:

- Children are told when their behaviour is bullying and that they are not keeping to the code of conduct at Marwood School.
- The headteacher or senior member of staff must be informed and a record made in the conduct log.
- The child being bullied is reassured that it is not their fault and that measures are being taken to stop it happening again.
- Parents of bully and bullied are contacted to assure them that the school is working to change behaviours.

Appendix 1 KS 1 Think Sheet (page 1)

NAME: _____

DATE: _____

THINK

What happened?

Who was involved?

When did it happen?

Appendix 1 KS 1 Think Sheet (page 2)

NAME _____

How did you feel?



How do you feel now?



What should you have done?

What next?

Appendix 2 KS 2 Think Sheet

Key Stage 2 Think Sheet

Name: _____

The inappropriate behaviour I displayed was _____

When it happened _____

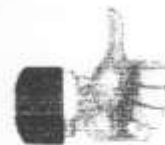
Why it happened _____

I chose to ignore the following positive character traits:

| | |
|-----------------|--|
| Cooperation | Which traits would have helped you to avoid the situation? |
| Respect | |
| Following Rules | |
| Caring | What will you choose to do next time? |
| Honesty | |
| Responsibility | |
| Dependability | |
| Understanding | |
| Helpfulness | |

What should the consequences of the actions be? _____

Describe what you will do to show good character from now on? (Use the positive character traits from above.)



Signed _____ Date _____

This sheet to be kept on record in Think Sheet file - It can be shared with the child's parents as part of a parent consultation or meeting.