



# BEHAVIOUR & ANTI-BULLYING POLICY

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Governor Committee:	Standards and Curriculum
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# BEHAVIOUR POLICY



This policy is based upon our school ethos and values. These are:

***Working together to ensure success for all.***

The values we share, which support this ethos, guide us in our decision making. These values are:

- **We are supportive** – we value achievement in all its forms and will encourage all members of our school community to develop their independence and resilience.
- **We are respectful** – we show kindness, fairness and empathy to all.
- **We are honest** – we trust all who are part of our school community and expect everyone to conduct themselves responsibly and with integrity.

*“Good behaviour in schools is central to a good education”* (D for E guidance Behaviour in Schools 2022). All those who are part of this school are expected to display behaviours which uphold this ethos and values. Everyone in our school has a role in ensuring individuals are challenged if a person’s behaviour does not reflect our values. In this policy, we aim to set out consequences to actions which fall short of our expected values, as well as giving examples of the types of behaviour these consequences will be applied to. ‘Keeping children safe in education’ (KCSIE) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. It is our intention this policy enables all who are part of our school to be clear on the ethos and values we expect to see on a daily basis, modelled by staff and students.

## **Positive Behaviour Management**

The role of teachers in the application of this policy is clear, as stated in the professional standards for teachers:

### ***TEACHERS' STANDARDS IN ENGLAND (SEPTEMBER 2012)***

*Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.*

*Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.*

- *All staff have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.*
- *All staff have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.*
- *All staff manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.*
- *All staff maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.*

We appreciate that we need to reinforce the practice of good behaviour by ensuring that:

- correct choices are rewarded
- all members of the school community use appropriate language
- inappropriate physical contact is never tolerated
- disruption to learning is dealt with robustly and consistently
- anti-bullying is given the highest priority
- damage to property is dealt with seriously

We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework.

This policy applies to all behaviour within the school and to behaviour off the school site where a student is:

- taking part in any school-organised or school-related activity, or
- travelling to or from school, or
- wearing school uniform, or
- in some other way identifiable as a student at the school.

Or behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat to another student or a member of the public, or
- could adversely affect the reputation of the school.

### **Monitoring, Evaluation and Review**

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The Student Discipline Committee of the Governing Body will work closely with designated staff to review and update this policy.

### **Interrelationship with Other School Policies**

In order for the behaviour policy to be effective, there needs to be a clear relationship with other school policies, such as 'Guidance for Safer Working Practice for Adults who work with Children and Young People', 'Anti-Bullying', 'Child Protection', 'Equal opportunities' and 'Inclusion'.

### **Involvement of Outside Agencies**

The school works positively with external agencies (eg Educational Welfare Officer, school nurse, Early Help, Emotional Health and Wellbeing service (BEEU), Barnardos). It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

### **Training**

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Every member of staff has a responsibility to uphold the procedures outlined in this policy.

# Respect

**Respect** underpins this Behaviour Policy.

- Respect must be mutual – staff and students should expect respect, but must work hard to earn it.
- Respect is not a right and must never be assumed.
- Teachers who work hard developing positive relationships with students achieve the highest standards.
- Students must be responsible for their own behaviour although teachers must appreciate that students will make mistakes. It is the job of the teacher to help modify and advise students on the correct approach. Using *appropriate language* is a powerful way of doing this.

As they realise that they are making choices in many areas of life, the teacher can guide them to make more socially appropriate choices. Good choices should be rewarded; poor choices should always have consequences. 'You enjoy the right to feel safe, therefore, you must take responsibility so that others can feel safe'.

## CORE PRINCIPLES OF THE POLICY

- Respect, support and honesty are key to successful relationships, with all members of the school community taking personal responsibility for displaying these core values;
- Ensure opportunities for praise and encouragement are acted on;
- All members of staff should use the same language;
- Using appropriate language to teach and emphasising taking responsibility for inappropriate behaviour will help to foster respect between teacher and student;
- Give time and opportunities for students to find a resolution;
- Plan your language to be positive and motivational;
- Plan alternatives to confrontation, speak quietly;
- Don't use sarcasm or demean students – this will undermine your relationship with them and they may not feel safe in your company if you behave in this way;
- Plan what the consequences of inappropriate behaviour in your classroom will be and carry them out if the wrong choice is made;
- Apply consistent rewards and sanctions.

## Always follow up on issues that count, no matter how inconvenient– remember the consequence is inevitable

- Always follow up on students' choices with a consequence;
- Following up shows that you care and what you say is important;
- Be positive about future behaviour when following up;
- Keep the focus on the behaviour not the personality.

## Work to repair and restore relationships

- Catching them being good afterwards allows them a way back;
- Remember that students may still be stressed or resentful;
- Allow time and repeat the attempts to be positive;
- If there is no hope of a way back, relationships and achievement will flounder.

## Choices

- Actively teach what they are and praise for getting it right. "Thank you for lining up. Good choice". Reinforce the rules when you speak to students.
- "Remember the rule for no chewing gum? Thank you" is better than saying, "Put your gum in the bin please".
- Staff have a responsibility to make sure the rules are displayed in every teaching space with modifications by departments where necessary and shared with students on a regular basis.

## Working for mutual respect

- Sets the climate for success
- Builds confidence and self-correction
- Is both supportive and corrective
- Reduces confrontation and tension
- Is an educational process
- Is fair, reasonable and logical
- Provides a platform for skill development

## Respect and appropriate language

- Gives children confidence by giving them responsibility
- Regards mistakes as a normal part of learning
- Has a positive emphasis
- Reduces instances of conflict arising from trying to make things happen
- Creates an important link between choice and consequence
- Helps to empower them as individuals

When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices:

*"Please sit in your seat so that you can continue with your work. I'd like you to choose to do that now – thank you"*

*"You need to complete the task before the end of today's lesson. Make a good choice and get back to work now."*

**Allow time** for students to make the correct choice / modify their behaviour.

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and, in this way, to influence future choices.

## Actively build self-esteem - Catch them being good

This is one of the keys to successful teaching and learning. Thanking students – let them know what the praise is for, e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.

## Actively build trust and rapport

- Positive relationships are at the heart of all we do. Building a positive rapport with students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students in corridors, showing interest in what they do, both in the classroom and out of it, showing interest in them as individuals.
- In order to influence and guide students, it is necessary to enter their world and be aware of their perspective.
- People achieve more when they are confident and trusting.
- Having confidence and trust encourages risk taking which leads to better learning.

## Model the good behaviour you want to see

- Calmly resolve conflict using the planned approach to poor behaviour.
- Calmness, predictability and certainty are the key behaviours to model.
- Listen to problems and respond.

## **Mary Webb School and Science College will not tolerate bullying in any form and has signed up to the National Anti-Bullying Charter as a public sign of our determination to deal with any issues which arise.**

*(See full policy, Appendix 9.)*

## Routines

Do not assume that students always know how to behave during certain routine times. Teach them what sorts of behaviour you want to see. Always give feedback on how they are doing. "Thanks for lining up. Good choice". The routines for Mary Webb School and Science College will always be:

### Classroom

#### Students should:

- not use mobile phones in lessons unless directed to by a teacher (Appendix 8: Guidance on the appropriate use of mobile phones);
- be met at the door by their teacher (who has a duty to ensure routines are applied consistently);
- line up except when otherwise directed;
- be in a seating plan based on teaching and learning criteria (subject leader should hold a copy);
- have their planners on desks at all times;
- have the correct equipment out (tutors will check on a regular basis);
- be registered in the first ten minutes;
- write homework into planners, word for word, in the first half of the lesson - this will be displayed on the board by the teacher and recorded on Class Charts;
- expect lesson objectives/outcomes noted on the board or described to the class
- pack away when directed by the teacher;
- look smart and tidy (*Appendix 5: Uniform Policy*);
- stand behind chairs quietly;
- wait to be dismissed by staff, not the bell, a few at a time especially in bottle neck areas such as the Computing room;

- be directed by the teacher to ensure the room is clean and tidy;
- not be texting or using mobile devices or earphones during or between lessons.

### **Corridors** (*Before School and Between Lessons*)

#### **Students should:**

- not use mobile phones;
- walk on the left during busy periods;
- expect to see staff monitoring corridors between lessons;
- not be texting or using mobile devices or earphones;
- not loiter – brisk movement from one lesson to the next;
- arrive at tutor room for a prompt 8.45 am start;
- use toilets at the beginning and end of social times to avoid lateness to lessons;
- look smart and tidy (*Appendix 5: Uniform Policy*).

### **Social time** (*Break and Lunchtime*)

#### **Students should:**

- use social time positively by attending clubs/activities;
- use mobile phones (sensibly) at breaks and lunches, in the main hall or outside;
- go outside on the yard or field if the weather is fine (unless using the library);
- use the canteen and hall if wet break or lunchtime (unless using the library);
- not go beyond the end of the invisible line running from the end of the tennis courts to the hedge running along Bogey Lane;
- not sit or stand near the fence running along Bogey Lane;
- wear trainers not school shoes when using the Astro-Turf
- use their phones appropriately (they must not take photos);
- mobile devices not to be used in the canteen;
- use the toilets at the beginning and end of social times;
- not loiter in the cloakroom or corridors;
- leave bags and coats tidily in the cloakroom;
- not leave valuables in the cloakroom;
- use lockers to keep items safe and secure;
- look smart and tidy (*Appendix 5: Uniform Policy*).

# Examples of Types of Misbehaviour

The level of the misbehaviour gives an indication of the procedure for dealing with it and the type of sanction it will incur. Please see the 'Behaviour System Flow Chart' (*Appendix 2, page 15*).

Please note that the lists are not exhaustive and the absence of a particular behaviour from this list does not mean there will be no sanction. In addition, behaviour at one level may be found to be more serious if it is repeated and becomes persistent. Subject areas will need to ensure they have clearly defined actions to deal with behaviour at levels 1, 2 and 3.

<p><b>Level 1</b></p> <p>Behaviour issues that need to be reported for information only. Issues will be resolved by subject teachers, tutors, teaching assistants, administrative staff, technicians and duty staff. Such incidents must be reported via Class Charts. They are for information only. The issue will have been resolved by the member of staff reporting the incident.</p>	
<p><b>Examples of typical Level 1 behaviours</b></p> <ul style="list-style-type: none"> <li>▪ Not following instructions (Social time)</li> <li>▪ Lack of concentration</li> <li>▪ Inadequate work</li> <li>▪ Shouting out in class</li> <li>▪ Failure to bring equipment, including PE kit</li> <li>▪ Dropping litter</li> <li>▪ Eating/Chewing gum</li> <li>▪ Incorrect uniform</li> <li>▪ Failing to do homework</li> <li>▪ Late for lesson (<i>this should be recorded on registers</i>)</li> <li>▪ Inappropriate use of mobile devices</li> <li>▪ Throwing things</li> <li>▪ Accidental damage</li> <li>▪ Low-level bullying – words, peer pressure, recent, minor.</li> <li>▪ Possession/consumption of energy drinks</li> </ul>	<p><b>Recommended actions/sanctions</b></p> <ul style="list-style-type: none"> <li>▪ Apology</li> <li>▪ Verbal reprimand</li> <li>▪ Repeat / complete work</li> <li>▪ Short detention</li> <li>▪ Temporary confiscation (lesson)</li> <li>▪ Written in planner</li> <li>▪ Low level bullying – warning, apology, recorded on Sims.</li> <li>▪ Confiscation/disposal</li> </ul>
<p><b>Level 2</b></p> <p>Behaviour issues that are dealt with at subject area / duty team / tutor level. These will cover Level 1 issues that have been repeated and behaviours that are more serious than those described at Level 1. Subject leaders, duty team leaders and Heads of House (HoH) should be involved at this stage and resolve the issue. Information must be recorded on Class Charts.</p>	
<p><b>Examples of typical Level 2 behaviours</b></p> <ul style="list-style-type: none"> <li>▪ Ignoring instructions (Social time)</li> <li>▪ Disruption to learning</li> <li>▪ Dangerous behaviour</li> <li>▪ Inappropriate language</li> <li>▪ Refusal to work</li> <li>▪ Persistent homework failure</li> <li>▪ Persistent lateness to lessons</li> </ul>	<p><b>Recommended actions/sanctions</b></p> <ul style="list-style-type: none"> <li>▪ Apology</li> <li>▪ Verbal reprimand</li> <li>▪ Subject detention</li> <li>▪ Removal from lesson – subject area</li> <li>▪ Subject report</li> <li>▪ Contact with home - telephone or letter</li> <li>▪ Subject area 'community' service</li> </ul>



<ul style="list-style-type: none"> <li>▪ Minor damage – generally accidental / thoughtless/graffiti</li> <li>▪ Persistent defiance</li> <li>▪ Truancy</li> <li>▪ Missed detention</li> <li>▪ Walked out of class (inform reception)</li> <li>▪ Persistent lack of equipment</li> <li>▪ Continued bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Key stage leader detention</li> <li>▪ Confiscation – parents to collect</li> <li>▪ Managed move within their subject area</li> <li>▪ Lunch detention with HoH for out of lesson issues</li> <li>▪ Written in planners</li> <li>▪ Continued Bullying – HoH detention, monitoring card, parental contact, bullying log, recorded on Sims, apology, restorative justice</li> </ul>
<p><b>Level 3</b></p> <p>Behaviour issues that are referred by subject / duty leaders to Heads of House and/or the SLT. These will cover Level 2 issues that have been repeated and behaviours that are more serious than those described at Level 2. Subject/duty leaders should record incidents on Class Charts and Heads of House and/or SLT should ensure Level 3 issues are resolved.</p>	
<p><b>Examples of typical Level 3 behaviours</b></p> <ul style="list-style-type: none"> <li>▪ Persistent defiance (Social time)</li> <li>▪ Persistent disruption to learning</li> <li>▪ Abusive language</li> <li>▪ Deliberate damage/vandalism/graffiti</li> <li>▪ Theft</li> <li>▪ Smoking/vaping</li> <li>▪ Aggression - verbal and physical</li> <li>▪ Going off site</li> <li>▪ Persistent Bullying – Physical violence, cyber-bullying, taking/stealing items, intimidation</li> </ul>	<p><b>Recommended actions/sanctions</b></p> <ul style="list-style-type: none"> <li>▪ Removal from lesson – SL/HOH/ SLT</li> <li>▪ Contact with home</li> <li>▪ Parental interview</li> <li>▪ School detention – lunch and/or after school</li> <li>▪ School report</li> <li>▪ Managed Move – outside of the subject area</li> <li>▪ Financial restitution</li> <li>▪ Internal exclusion</li> <li>▪ Community service</li> <li>▪ Pastoral Support Plan</li> <li>▪ Persistent Bullying – Isolation, exclusion, letter home, after school detention, parents meeting, removal of privileges (Trips/lunchtimes), community service, Police involvement</li> </ul>
<p><b>Level 4</b></p> <p>Cumulative behaviour issues and serious individual behavioural issues. These will be referred straight to SLT. The member of staff referring the incident is responsible for recording the incident on Class Charts and key stage and senior leaders are responsible for resolving the issue.</p>	
<p><b>Examples of typical Level 4 behaviours</b></p> <ul style="list-style-type: none"> <li>▪ Persistent attendance issues</li> <li>▪ Prolonged/Persistent disruption to learning</li> <li>▪ Defiance with inappropriate aggressive response - Verbal/physical (Social time)</li> <li>▪ Drugs offences</li> <li>▪ Alcohol</li> <li>▪ Persistent smoking</li> <li>▪ Theft</li> <li>▪ Violence/assault (physical/sexual)</li> <li>▪ Abusive and threatening language (Staff)</li> <li>▪ Arson</li> </ul>	<p><b>Recommended actions</b></p> <ul style="list-style-type: none"> <li>▪ Parental interview</li> <li>▪ School detention – after school</li> <li>▪ Internal exclusion</li> <li>▪ Suspension (followed by a reintegration meeting with parents/carers and a day in isolation on returning to school)</li> <li>▪ Involvement of inclusions service</li> <li>▪ Permanent exclusion</li> <li>▪ Prolonged Bullying – Suspension, permanent exclusion, counselling, Police involvement</li> </ul>

<ul style="list-style-type: none"> <li>▪ Continued damage/vandalism/graffiti</li> <li>▪ Racist/discriminatory behaviour/language</li> <li>▪ Sexualised behaviour (see our Child-on-child abuse policy 2022)</li> <li>▪ Prolonged bullying – persistent threatening behaviour, physical/mental intimidation</li> </ul>	
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Appendix 1: Rewards System

Appendix 2: Details on Procedures for Specific Sanctions

Appendix 3: Searching and confiscation

Appendix 4: Restraint and Physical Contact

Appendix 5: Uniform Policy

Appendix 6: Positive Behaviour Support: ‘When the adult changes everything changes’  
(Paul Dix 2017)

Appendix 7: Policy with regard to Energy/Carbonated Drinks

Appendix 8: Mobile phones in school

Appendix 9: Anti-Bullying Policy

Appendix 10: Parents’ guide to handling behaviour: Frequently asked questions

## Rewards System

### Celebration of Good Behaviour and Achievement

**House Points** are at the CORE of praise and achievement. All staff should use House Points in all aspects of school life to praise and reinforce good behaviour and achievement. However, they should not be the only forms of praise. The following should also be used as part of normal everyday practice. Some listed are dependent upon individual departmental practice.

- Verbal praise
- Written praise in books
- Display of work
- Commendation letter/postcard home
- Telephone calls home
- Mention in assembly
- Exceptional work, visit to Headteacher
- High Flyer mention in Newsletter
- Certificates for specific achievements

All **House Points** have a value of one. Points are awarded by staff for showing resilience, rising to a challenge or generally exceeding expectations. They can be awarded for:

- **Community and Charity Service**
- **Learning**
- **Reflection**
- **Reading**
- **Accelerated Reading Questioning**

### Celebrating Success

- Certificates are handed out to students who receive the most points in each category per house.
- Students with the most points in each house receive a cinema voucher.

## Details on Procedures for Specific Sanctions

### 1. Break / Lunch Detentions

These will usually be supervised by the teacher giving the detention or by other members of the same department by arrangement. ***Students should take their diaries with them and staff should sign to note attendance.***

### 2. Additional School Lunchtime detentions with Subject Leader/ Head of House(SL/HOH) (see Appendix 7)

- These should be issued for continued defiance and lack of respect in class or social time.
- Students can be put into lunchtime detentions by SL/HOH.
- Clear sanctions must have been applied prior to lunchtime detention being issued. Detentions are held in the SL/HOH classroom/office. Detentions will last 20 minutes and start as soon as the student arrives.

### 3. After-School Detentions (ASD): Tuesday

ASD are for when 2 school lunchtime detentions have been missed or persistent issues (see Appendix 7). ASD are also used when there is a subject specific issue that is not resolved within the department. SLT then sets a Tuesday night detention – this will be staffed by the SLT, 3.15 – 4.15 pm. ASD are signed and moderated by SLT. It is the responsibility of the staff issuing the detention to provide suitable work for completion. ASD are automatically given when 'Call-Out' is required and student is removed from a class.

### 4. Monitoring Report Cards issued by Tutors following liaison with HOH

*(Report Cards are available from Reception)*

These are used to track a student's progress and behaviour when it is a problem across a number of subject areas. They can also be used to monitor specific issues such as homework and require completion by teachers at the end of every lesson. Tutors are responsible for informing staff which students are on report via Tuesday briefings and for setting targets for the students to meet. SIMs electronic report is also available.

### 5. Subject Report Cards

These are used to track a student's progress and behaviour when it is a persistent problem within a specific subject area. Staff should complete a comment as appropriate. The SL should monitor and liaise with HOH.

**All cards should have a record that parents have seen and checked them.**

*Copies of report cards will be kept with the student's records.*

### 6. Internal Managed Move Programmes: Subject Heads of House

These are used for students who persistently distract others from their work and need to work in isolation for both their own benefit and that of the rest of the class. This can only be used when other sanctions have been applied. Contact must be made with home either by phone and/or letter.

## **7. Internal Exclusion**

This is an option that can be used to punish students when it is inappropriate to give a fixed period external exclusion. Students work in school in isolation and they spend their break and lunchtime in isolation as well. HOH, inclusion TAs and SLT take charge of students to ensure they do not interact with the rest of the school. Contact must be made with home either by phone and letter.

## **8. Suspensions (previously referred to as Fixed Term Exclusions)**

These may be for one or more days up to a maximum of 45 days in the year depending on the circumstances. The Governors and LA are informed of all exclusions and parents are informed of their right of appeal. Re-admission interviews are held with parents, senior staff and, on rare occasions, a governor, following each exclusion. On return to school, students will be given a report card.

Misbehaviour in a specific subject area would not normally result in a student not being able to take part in a school team or to take part in a school trip. We do, however, reserve the right to apply this sanction.

However, persistent offenders may serve a temporary suspension from sports teams. Students with a track record of poor behaviour may be placed on report in order to prove themselves prior to a visit.

Suspension is followed by a reintegration meeting with parents/carers and then a day in isolation before returning to normal lessons.

## **9. An External Managed Move**

This is suggested for students in danger of being permanently excluded. If a change of school would help the student to make a fresh start, the school helps with negotiations with the new school and arranges for a managed move to the new school with support from SLT. The local authority inclusions team would be involved.

## **10. Permanent Exclusion**

This is used in extreme circumstances where a change of school may be the only way forward for both the students and the school. A formal exclusion meeting is held with parents/carers, an LA officer and three governors.

There are two main types of situation in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including suspension, which have been used without success.

It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying or possession and or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying a weapon.

The Governors Disciplinary Committee meets, as appropriate, to discuss any fixed period exclusions and any other student disciplinary matters.

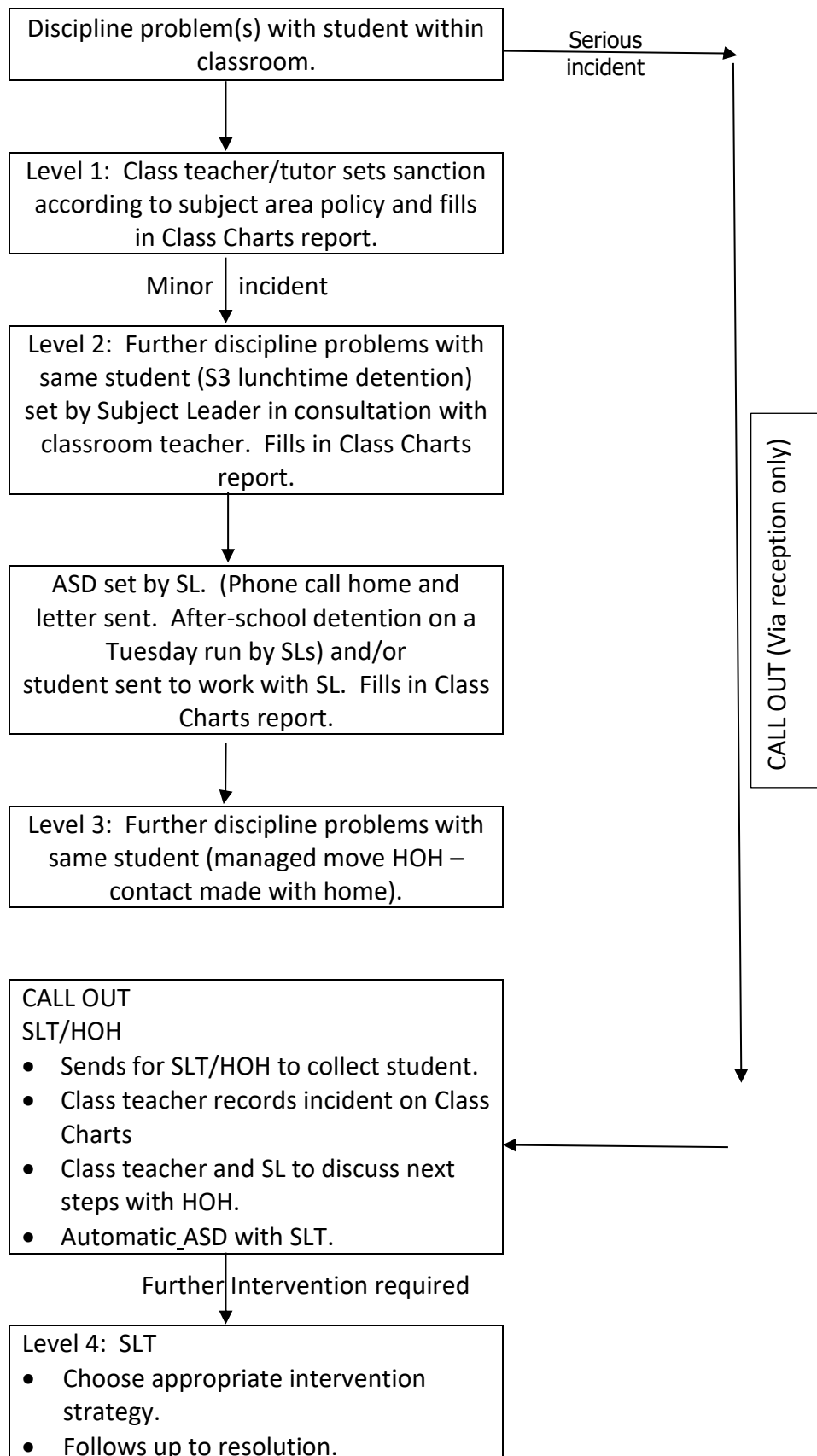
All exclusions, fixed period and permanent, are made following the LA and DfE guidelines.

Please see other related policies for more detail on procedure:

- Anti-Bullying
- Substance Abuse / Drugs
- Equality
- Child Protection
- Guidance for safe working practice for adults who work with children and young people
- Exclusions
- Child-on-child abuse policy

## Handling Discipline Problems – Procedure at a Glance

[Note: Please record incidents at all levels on Class Charts]



## Searching, screening and confiscation

If a member of staff suspects that a student is in possession of a prohibited object the student may be searched. This search of a student should be conducted by the headteacher or a member of staff authorised by the headteacher. Under normal circumstances, SLT will conduct the search.

When searching property, e.g. bags and lockers, this search should be conducted by the same gender as the student and with another adult of the same gender if possible. Before any search is undertaken, consent will be sought from students. If consent is refused, the student will be asked to say why s/he has refused. Refusal to allow a search could be taken as refusal to follow teacher instructions and, depending on the circumstances, will warrant a sanction.

Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the student may be searched without their consent.

When a search is conducted where there is a suspicion of a "prohibited item", this can be conducted without the consent of the student.

When being searched, students cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers.

Searching the student's possessions includes searching a student's goods over which s/he has or appears to have control. This includes electronic devices, such as mobile phones, when there is a concern a breach of the behaviour policy has taken place.

Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found, they can be confiscated if it is reasonable to do so and there has been a breach of the school's behaviour policy. Where any article is thought to be a weapon, it must be passed to the police. A written record must be made and kept with SLT and the Headteacher informed. Items prohibited in school, such as vapes, smoking paraphernalia, chewing gum and carbonated drink will be disposed of. Other items which are confiscated, such as mobile phones, may be returned to the student directly or a parent may be asked to collect the item.

Normal procedure would be to inform parents/carers after a search has taken place.

More detailed protocols for searching students, and what to do if objects are found, are laid out in the Department for Education's advice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)



## Restraint and Physical Contact

### Circumstances where physical restraint may be justified

Restrictive physical interventions are defined by the DfE as interventions which "involve the use of force to control a person's behaviour and can be deployed using bodily contact, mechanical devices or changes to the person's environment".

(Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with disability and or autistic spectrum disorder DfE July 2002, page 10.)

### Approved RPIs are TEAM-TEACH holds rather than "friendly elbow".

*All RPIs must be recorded on an incident sheet and copied to the head on the same day.*

### Who may use restrictive physical intervention and when (RPI)

All staff have a duty of care to all students. Therefore, in an emergency, all staff who work at the school may use reasonable force to prevent a student from causing personal injury to any person including themselves, causing significant damage to property or engaging in any behaviour prejudicial to the maintenance of good order. This may include staff that do not currently hold a TEAM TEACH certificate. However, the expectation is that, if there are staff available trained in TEAM TEACH, they will take the lead in physical intervention.

- Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first.
- Whenever possible, the age, level of understanding and gender of the student should be considered. In addition, staff should be mindful of any student who is on the Child Protection Register.
- If there is a need to restrain a student with known behavioural difficulties, only staff trained in appropriate restraint techniques should attempt to restrain such students.
- The governing body appreciates that in some instances (such as stopping a student who is running down a corridor) staff may have to act quickly, without having the time to consider all the circumstances.

### Examples of behaviour likely to lead to restraint:

- Physical attack by a student on an adult / other student;
- Deliberate damage to school property;
- A student behaving in a way which places others at risk, eg pushing, tripping on a staircase, rough play or running in a corridor;
- Preventing a student running into a busy road;
- Refusal by a disruptive student to leave the classroom.

### Restraint is NOT a punishment and must not be used as such.

- Any other students who are at risk should be removed.
- The use of restraint in a one-to-one situation should be avoided; witnesses are important.

**Restraint should not lead to injury. Staff SHOULD NOT:**

- hold a student around the neck or collar, or in a way that might restrict breathing;
- slap, punch or kick;
- twist or force limbs against a joint;
- trip;
- hold or pull by the hair or ear;
- hold a student face down on the ground.

**Physical Contact with Vulnerable Students**

Normally all staff should avoid physical contact with students. It is accepted that some more vulnerable students, and particularly those with Special Educational Needs, require more physical contact than other students in order to assist with their everyday learning. This is entirely appropriate and proper for staff but it is crucial that they only do so in ways appropriate to their professional role and in accordance with the school's policies on which restraint techniques may be used and by whom.

Except in an emergency, only trained staff should use restraint techniques on vulnerable students with behavioural difficulties, and the techniques which may be used are only the ones that the member of staff is trained to use.

Specific arrangements should be:

- understood and agreed by all concerned;
- justified in terms of the student's needs;
- consistently applied;
- open to scrutiny;
- reviewed regularly.

When physical contact is made with students, this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible on the school's Incident Book and, if appropriate, a copy placed on the student's file.

Staff at this school are expected to:

- be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described;
- always be prepared to explain actions and accept that all physical contact will be open to scrutiny;
- be aware of the government guidance in respect of physical contact with students and meeting medical needs of students; and
- ensure that all incidents are reported and logged in the school's Incident Book.

Staff may legitimately intervene using physical restraint to maintain good order and discipline and prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property;
- engaging in behaviour prejudicial to good order.

Staff should have regard to the health and safety of themselves and others. In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Staff at this school must:

- adhere to the school's Physical Intervention Policy;
- always seek to defuse situations;
- always use minimum force for the shortest period necessary.

### **Training and Support**

The head teacher will ensure that appropriate training is provided for key staff annually and for all staff at least every two years. The head teacher will ensure that the system enables account to be taken of the records in the Incident Book.

Only trained staff are authorised to use permitted restraint techniques on students with disabilities who may exhibit behavioural difficulties.

### **Responsibilities**

The governing body is responsible for preparing and reviewing this policy. The head teacher is responsible for the implementation and monitoring of this policy within the school.

All staff shall be made aware of this policy and have a duty to ensure that it is implemented.

### **Monitoring and Review**

The headteacher will:

- ensure that a recording and reporting system is in place and is maintained;
- ensure that a senior member of staff is in charge of the Incident Book and reports regularly to the Leadership Team;
- report incidents and the outcome to the governing body.

## Uniform Policy

Each student at Mary Webb School and Science College is expected to wear the uniform as prescribed in the school brochure. Certain fashion styles of school clothing are not suitable as they pose a health and safety issue, eg high heels, backless shoes and toeless sandals. The governors expect staff to take account of such issues when checking uniform.

The uniform was carefully chosen by the students, staff and governors. It is both smart and attractive as well as being practical. We believe that uniform has a unifying factor and enables differences in social and economic background to be erased in school.

Students are encouraged to wear their school uniform with pride and as an outward symbol of their commitment to the school community.

### BOYS

- Maroon jumper with school logo for Years 7 to 10  
*(Year 11 students wear a black jumper with school logo)*
- Black trousers of sensible design
- White shirt
- School tie  
*(Year 11 students wear a black tie / prefects wear a red tie. Year 10 Prefects wear a gold tie)*
- Black or grey socks
- Black shoes of sensible design

### GIRLS

- Maroon jumper with school logo for Years 7 to 10  
*(Year 11 students wear a black jumper with school logo)*
- Pleated grey (Years 7, 8 and 9) and pleated black skirt (Years 10 and 11) or trousers of sensible design  
– Girls wearing skirts are required to wear plain black tights
- White shirt
- School tie  
*(Year 11 students wear a black tie / prefects wear a red tie.)*
- Black or white socks / plain black tights
- Black shoes of sensible design / heels should not exceed 2 inches

*\*Purchasing from School Shop Direct ensures the correct design is worn. Please contact the school if you are having difficulties buying one of these specific skirts.*

### PE Kit for all students

- Navy shorts
- Sky blue polo shirt with school logo
- Sky blue rugby shirt with school logo
- Navy sweatshirt with school logo *(optional)*
- Navy socks with sky blue stripe
- Trainers with a good grip
- Football boots
- Shin pads

## GENERAL POINTS

- School jumpers, ties and PE uniform (*except footwear*) can be purchased through School Shop Direct.
- All clothing and equipment must be clearly labelled with the student's name to assist in the recovery of lost items.
- Jeans, leggings, cord trousers and denim or leather outside coats are not permitted. Trainers are only to be worn in PE practical lessons.
- The wearing of baseball caps or headgear of any sort is not permitted in the school buildings at any time.
- Please note that the wearing of the school jumper is compulsory in the classroom and around school. However, in warm weather, staff will usually permit students to remove their jumpers if they so wish.
- If a T-shirt is worn under the shirt, it must be white and devoid of any visible logo, design or brand name.
- Extremes of hairstyles / hair colour are not permitted. Make-up, if worn, must be subtle and discreet.
- Students may wear one stud earring in each ear. No other forms of visible jewellery are permitted.
- PE Lessons: Long hair must be tied back for PE lessons and earrings removed.
- All forms of facial/body piercing are strictly forbidden.
- If any difficulties arise regarding the provision of uniform, parents/carers are asked to contact the head teacher or key stage leader.
- We request the co-operation and support of all parents/carers in ensuring that high standards of dress are maintained and that students wear the correct uniform. If you have any queries with regard to uniform, please contact the relevant Head of House.

## Positive Behaviour Support for staff: ‘When the adult changes everything changes’

[Paul Dix: ISBN 9781781352731]

### Review

This book is a must-read for every school leader. If you want to create an inclusive school where children’s behaviour is not only managed, but is changed as well, you should not miss out on reading this book. --Sue Cowley, teacher and education author

This book is a must-read for anyone who works with children or young people. Teachers, youth workers and support staff at the beginning of their careers will discover a wide range of useful strategies and explanations as they begin to tackle the sometimes-mystifying behaviours exhibited by young people today. More seasoned leaders are guaranteed to find behaviour management gems that will both enhance and strengthen their toolkit. Paul’s writing is incisive and challenging; it successfully conveys a clear sense of his extensive and dedicated experience of all sectors of education. I am particularly pleased to see his recognition of the wealth of valuable experience and excellent practice that can be found amongst staff who work within the alternative provision sector, who have long been undervalued. Each chapter of this book is themed and concludes with three helpful checklists Testing, Watch out for and Nuggets which the reader will return to again and again for reference. --Seamus Oates, CBE, CEO, TBAP Multi-Academy Trust

This book is a game changer. Your students need you to read *When the Adults Change, Everything Changes*. Reading this book is like sitting down and having a coffee and a chat with Paul Dix while he lays out a road map showing you how to avoid pitfalls and transform lives. Rather than a list of quick behaviour tips, it offers a how-to mindset shift that sets staff (and students) up to win. If you came into teaching to make a difference, make this the next book you read. It’s typically generous of Paul to create such a gift of a resource for trainees, teachers and veterans alike a blueprint for building authentic relationships with students, even in seemingly impossible situations. On a personal note, teachers like Paul (and like you if you choose to read this fantastic book) literally saved my life. It’s not easy being a hero, but this book gives you all of the tools and wisdom you need to put your intentions into action. --Jaz Ampaw-Farr, speaker, author and Resilience Ninja

### About the Author

As a teacher, leader and teacher trainer, Paul Dix has been working to transform the most difficult behaviour in the most challenging urban schools, referral units and colleges for the last 25 years. Miraculously, Paul trained at Homerton College, Cambridge, after countless attempts to sabotage his own education. He then moved on to work in tricky schools in East London, Nuneaton and Birmingham.

In addition to working directly with schools, Paul has advised the Department for Education on the teachers standards, given evidence to the Education Select Committee and done extensive work with the Ministry of Justice on behaviour and restraint in youth custody. He has published five books on behaviour and assessment, in addition to over 250 articles on behaviour. Paul won a national training award in 2009 for his work in helping a school transform from failing to good in just nine months. He also chairs the board of directors of a multi-academy trust which comprises 11 special schools a role he undertakes voluntarily and leads the #BanTheBooths campaign ([www.banthebooths.co.uk](http://www.banthebooths.co.uk))

## Appendix 7

### **Policy with regard to Energy/Carbonated drinks**

As a Healthy School we are committed to helping young people understand the significance of adopting healthy lifestyles.

In recent months it appears the consumption of what are termed 'Energy Drinks' has become somewhat of a fashion statement for some students and in consequence we have witnessed a notable increase in their consumption at school.

We are concerned about the impact of the high levels of caffeine and other chemicals present in these products, with such trade names as Red Bull, Lucozade Energy and Monster.

An educational setting with a necessary focus on learning, behaviour and safety is not an environment where such products are, we believe, fit for purpose.

We do not allow 'Energy Drinks' or indeed carbonated drinks to be brought to or consumed in school. If seen they will be confiscated and, if unopened, parents may come to school to collect the drink. Students should be aware that bringing such drinks to school would be seen as defiance of the school's authority.

Please note our canteen only sells water, flavoured water, milk and fruit juice. We allow students to drink water in lessons.

For parents' own information and for those of you who may wish to discuss such drinks with your child, type 'energy drinks' into your search engine such as Google.

## Appendix 8

### Mobile phone guidance

We permit the safe, sensible and appropriate use of mobile phones in school. We understand many parents/carers consider providing their child with a mobile phone as part of keeping them safe – it enables a child to contact their parents on their journey to and from school. If your child has a mobile phone and brings it to school, it is important they acknowledge this is a privilege which comes with responsibilities, not a necessity or right.

As a school, we think it is important for our students to understand and practise safe, sensible and appropriate usage of mobile phones. This means there may be some occasions when teachers specifically ask students to use their mobile phones, in a lesson. Our students understand this and it is very rare for a student to use their mobile phone, during a lesson, without specific permission from their teacher. However, whilst our experience has been overwhelmingly positive, we recognise the need to improve some aspects of how students use their mobile phones when they are in school.

The canteen and is currently a 'Mobile Phone Free Zone'. We may introduce more areas in the school where mobile phone use will not be permitted.

We know some students may wish to play on mobile game apps, access news/sports/current affairs websites or check ClassCharts on their mobile phones during social times – this would be considered safe, sensible and appropriate usage in a place of work, when on a break. However, students should not use their mobile phones during social times during the school day for social communication purposes. Furthermore, they should not be taking pictures, videos or making sound recordings during their social times or on their journeys to and from school when using school transport. If any student is suspected of using their mobile phones in this way, we may confiscate the mobile phone until the end of the school day. Furthermore, if it is suspected they have taken pictures/videos/sound recordings of other students, we may require access to these media files to ensure they are deleted.

It is our hope that these expectations lead to the continued safe, sensible and appropriate use of mobile phones in school.





## Anti-Bullying Policy

### Definition of Bullying:

Bullying is not easily defined and often means different things to different people. However, the following is offered as an accepted definition.

*"Bullying occurs when a student is upset by the behaviour of another student or group of students. It is the wilful, conscious desire to hurt, threaten or frighten someone. This behaviour occurs more than once and can take a variety of forms. It can be physical, verbal or psychological in nature and includes racial and sexual harassment. It can cause untold distress to the victim"*

**Mary Webb School and Science College will not tolerate bullying in any form and has signed up to the National Anti-Bullying Charter as a public sign of our determination to deal with any issues which arise.**

### The charter states:

We are working with staff, students and parents to create a school community where bullying is not tolerated.

### Our school community:

- discusses, monitors and reviews our anti-bullying policy on a regular basis. Good practice suggests the policy should be reviewed, on average, every two years.
- supports staff to promote positive relationships and identify and tackle bullying appropriately.
- ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively.
- ensures that students feel safe to learn.
- ensures that students abide by the Anti-Bullying Policy.
- reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the Anti-Bullying Policy.
- seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate.

## How we tackle the issue of bullying

It is an unfortunate fact of life that bullying can happen in a range of settings and can manifest itself in a range of different forms. At Mary Webb School and Science College, we recognise this fact and work towards minimising the opportunities for bullying, educating our students on the impact of bullying and different perceptions of bullying, in order to raise awareness.

Bullying thrives on secrecy and it is our aim to create a culture in which that secrecy is broken and students feel confident to speak to someone at home or within the school community. The path to follow is then determined by the victim with the overarching aim of making them feel secure.

Specific interventions include:

- The Year 6 to Year 7 transition programme includes advice and support for dealing with bullying;
- Parental leaflet is distributed to parents of all new students;
- Respect for others is a key element in the code of conduct and this includes student to student and staff to student interactions;
- Duty staff and prefects are briefed to be on the alert for signs of bullying;
- Year 7 assemblies on bullying theme during first term;
- Students are given opportunities to talk about bullying in general;
- Anti-Bullying Week is marked every November by activities/assemblies run by the Youth Service;
- We provide for the supervision of key areas of the school;
- We raise awareness of bullying through the PSHCE programme;
- Any reported incidents of bullying are logged by the appropriate key stage leader and immediate action is taken;
- Sanctions appropriate to the degree of severity of the bullying are applied. These will range from detentions or loss of privileges to fixed term or permanent exclusions;
- Student statements are taken from both victim and aggressor and parents are informed and involved as deemed necessary;
- Victims and aggressors may both require counselling as the act of bullying may be symptomatic of other personal problems. The school subscribes to CHAT and students can take advantage of this counselling facility if necessary.



## Working together to stamp out bullying

<b>Name:</b> _____
<b>Form:</b> _____

Mary Webb School & Science College  
Pontesbury, Shrewsbury SY5 0TG

**01743 792100**

admin@marywebbschool.com  
www.marywebbschool.com

### Message from Mr Lowe-Werrell, Headteacher:

“Bullying can happen to anyone at any age. As a school we have a duty to ensure that students are safe and happy at school. Staff, students, parents and governors all have an important role in preventing bullying. The staff at Mary Webb School will always take incidents of bullying seriously. We will work with victims and bullies to ensure that each member of the school community feels safe and happy at school.

The school has an important educative role in dealing with bullying. Through our PSHCE (personal, social, health and citizenship education) programme, curriculum days, assemblies and tutor periods, we involve students and staff in activities directed at developing understanding about bullying and strategies to counter it.

The first, and most important, task in fighting back against bullying is to ensure we provide a climate where each and every student is confident in breaking the silence that too often surrounds issues of bullying. It is essential that each and every member of the school community has the confidence to tell someone if they are being bullied. Bullying is wrong and by telling someone it can be stopped.”

### Who can I tell?

- Any adult in the school
  - Tutor
  - Teaching Assistant
  - Office Staff
  - Class Teacher
  - Heads of House
  - Assistant Headteachers
  - Headteacher: Mr Lowe-Werrell
- Parents
- Friends
- CHAT (Confidential Help & Advice for Teens)
- Prefects

### 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
- being hit or attacked
- threatening gestures and looks
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being ignored and left out
- being forced to hand over money or possessions
- being attacked because of your religion or colour
- homophobic harassment
- sexual harassment
- cyberbullying

### What is Cyberbullying?

Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time, against a victim who cannot easily defend him or herself.

### Examples of Cyberbullying:

- Text message bullying
- Picture/video clip bullying using mobile phones
- Phone call bullying using mobile phones
- Email bullying
- Chat room bullying using Facebook, Snapchat, WhatsApp, Messenger and Instagram
- Bullying through instant messaging
- Bullying via websites

## If I think my child is being bullied, what are the signs to look for?

- Fear of travelling to or from school.
- Not wanting to go to school.
- Frequent headaches, stomach pains, etc.
- A change in the standard of work.
- Loss or damage to personal belongings.
- Torn clothes.
- Change in personality – moody and bad tempered / quiet and withdrawn.
- Not wanting to talk about school.
- Unusual requests for extra money.
- Not sleeping well.
- Suspicious injuries.
- Obvious distress but reluctance to talk.

## Advice and Tips

- Tell someone. This will be the first step to stopping the bullying.
- Avoid places where you are alone.
- Make sure you are with a group of friends most of the time.
- Use the public areas of the school at break and lunchtime; personalised learning centre (PLC), library, dining hall.
- Get involved in supervised activities.
- Try not to react or retaliate to the bullying – this is often what the bully wants.
- Try to ignore name calling. Don't get involved in a slanging match. Again, this is probably what the bully wants.
- Try to note down the date, time and place of any incident. Make a few bullet points of the actual incident.
- Tell someone **NOW!**

## Additional Help and Information

### Websites

- Childline offers specific advice and support with regard to incidents of bullying. Visit:  
[www.childline.org.uk](http://www.childline.org.uk)
- Beat Bullying provide children and young people and professionals with help and advice about bullying. Visit:  
[www.nspcc.org.uk](http://www.nspcc.org.uk)
- [bullying.co.uk](http://bullying.co.uk) (formerly Bullying Online) provides practical information and advice to young people and their parents through the website and by email. Visit:  
[www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape helps children and young people prevent bullying and child abuse. Visit:  
[www.kidscape.org.uk](http://www.kidscape.org.uk)
- Respectme supports anti-bullying work in schools and its website provides information about bullying and how it can be tackled. Visit:  
[respectme.org.uk](http://respectme.org.uk)
- Bullybusters is an anti-bullying helpline that provides support for victims of bullying and their families. Visit:  
[www.bullybusters.org.uk](http://www.bullybusters.org.uk)

## Parents' guide to handling behaviour: Frequently asked questions

### **What happens if a low-level incident occurs for the first time, such as chewing gum, forgetting homework, speaking out of turn in lesson, etc?**

Behaviour in school is categorised as one of four levels - Levels 1, 2, 3 and 4. Low level incidents are considered level 1 and therefore the teacher would not log the incident or contact parents. Because of the low-level nature, a conversation is all that is required.

### **What if a student continues to cause low level disruption?**

The issue would progress to Level 2. A break or lunch detention would be given set by the class teacher or subject leader (SL). Parents may be contacted, if initial attempts by school staff do not succeed. Possible use of departmental subject report card or managed move within the department. The incident would be logged on our system for monitoring behaviour called 'ClassCharts'.

### **A student continues to cause disruption in a number of subjects and/or at social times – what would happen?**

At this stage multiple teachers would be logging incidents on 'ClassCharts' – whilst each individual issue might be level 1 or 2, given the frequency of issues being logged, Heads of House (HoH) would be dealing with these students - students would be at level 3 on the stepped approach to behaviour. Student would be placed on school report so behaviour can be monitored more closely. Parents would be contacted and invited into school. After school detention would be used and/or internal isolation from lessons, working with HoH. Students may well be managed moved from certain lessons if repeated poor behaviour is being displayed – again manage move would be with the HoH or SL. If a student is removed from a class by a HoH or a member of the Senior Leadership Team (SLT) they will be isolated for that lesson and placed in afterschool detention – if the issue is particularly serious further sanctions may be used such as internal exclusion or suspension.

### **Despite sanctions being used and parents being involved there is no change in a student's conduct – what happens next?**

For students who persistently misbehave (at level 1, 2 and 3) they will reach level 4 based on a cumulative effect. Again, this would result in regular meetings with parents and probable suspension from school. The local authority would be involved for students in danger of permanent exclusion. Outside agencies would be used to support students at this level – Early Help, 'We Are With You', Inclusion Team or other outside agencies. For one-off high-level incidents such as verbal abuse or violence towards a member of staff or student these incidents would be logged as level 4. These would result in internal exclusion or suspension from school depending on the merits of each issue. Parents would be invited into school. Any student who is excluded from school will be required to see the headteacher with parents (welcome back to school meeting), will be placed on report card and isolated for at least one day. In worst-case scenarios, if all attempts to address a student's conduct are unsuccessful, a decision would be made to permanently exclude.