



BEHAVIOUR AND ANTI-BULLYING POLICY

Responsible: Samantha Axbey

Status: Statutory

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Our Values

At Malden Oaks, we see behaviour as a communication. We also hold the following values at the core of our practise and at the forefront of our minds when considering a student's behaviour:

- **Growth Mindset**
We have no fixed ideas about student potential
Every day is a fresh start
We have high expectations of all of our students
- **Learning from example**
We model communication behaviour for the students
- **Language matters**
We talk about what students **can** do. We focus on needs and we avoid judgemental language. We describe the behaviour and not the student.
For example, we talk about students being *unable* to engage a lesson rather than *refusing* to engage in a lesson.
We talk about students experiencing difficulty doing XYZ rather than choosing not to
We talk about the behaviours we see rather than passing judgement on a student's character
- **The 4 As Programme**
We give students frequent exposure to the following opportunities in order to build resilience and positive learning behaviours:

Altruism- helping others
Autonomy- feeling in control of our own choices
Achievement- feeling a sense of satisfaction at having overcome a challenge or succeeding at something
Attachment- feeling like you belong to a group
- **Awards not Rewards**
Awards are made after the event. They are given to recognise and celebrate success and achievement.
- **Unwanted behaviour happens when students have unmet needs**
Our approach to all incidents or ongoing concerns is to examine the underlying needs of the student and to explore all possible options to better meet these needs

We want students to leave us at the end of their placement able to make the right choices and to take responsibility for their actions. This means that they need to take charge of their own behaviour, not rely on externally imposed controls.

We recognise and understand that everyone makes mistakes but we ensure that every day is a fresh start, with high expectations of what can be achieved on that day. We do not carry difficulties forward.

We aim to establish and maintain positive relationships between all members of our community, so that there is an adult, purposeful atmosphere.

How our values are reflected in the policy

We believe that unconditional care and respect underpin everything that we do. Not only is every day a fresh start, but every lesson and every section within a lesson. Our teachers care passionately about every student, regardless of the behaviour that student displays. Our staff will always remember that behaviour is a form of communication that needs to be understood, so that the response to the student is from a position of understanding.

Students are encouraged to aim high on a day-to-day basis and in their future aspirations. Their engagement in lessons can be uneven and off-task behaviour is to be expected, but they are expected to attend all their lessons even if they don't participate. They will often decide to join in with a discussion or a task during a lesson even if they seem unwilling at the outset.

Our extensive experience of students with SEMH needs means that we have a thorough understanding of what works. We consistently implement clear and understood boundaries, but these are simple and few in number so that time and energy is not expended on ineffectual conflict. Our key principles, and the reasons for them, are communicated to students upon arrival and reinforced during the induction period. Two key 'rules' are:

- Being in the right place at the right time
- Treating all members of the school community with respect

By ensuring that all students follow these, we create a safe and happy environment for everyone to learn and work in.

We do not hold detentions. Many students with SEMH needs have experienced the negative cycle of detentions and exclusions. These have not had the desired effect of changing behaviour. This is the case even in some specialist SEMH settings where complicated punishment systems communicate low expectations. In a sanction-based system, whenever a student fails to complete a sanction, there needs to be another sanction imposed, and then another. These frequently ultimately end in exclusions, which are proven to limit students' life chances and negatively impact on their outcomes.

Daniel O'Hare from the British Psychological Society reports that there is substantial evidence from Educational Psychologists' research and practice that reactive and simplistic approaches to behaviour are not only stressful for teachers but actually teach children very little about what needs to change. He goes on to say that warm, positive relationships with adults and a strong sense of belonging are what helps.

<https://www.bps.org.uk/blogs/daniel-ohare/educational-psychologists-concerned-about-government-proposals-will-marginalise>

John Hattie's list of factors related to achievement provides evidence that excluding students has a negative impact on learning

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

We will not exclude students from enrichment activities and trips because we value every learning opportunity equally and for its own sake, whether it be maths, geography, football, cycling, cooking or a trip to the zoo. Trips are not 'treats' they are learning experiences. All students will have access to all opportunities. This is an integral part of our commitment to the Equalities Act. The only reason a student might not be able to access a specific learning opportunity would be if there were serious health and safety concerns. For example, a student might not be able to take part in catering lessons on a temporary basis if they were struggling to use knives safely. They would need to undertake an individual intervention designed to

teach them how and why to use sharp implements safely, then they would be able to participate in the group lesson.

Exclusion is used extremely rarely at Malden Oaks. We do not believe that there are any benefits to exclusion. It is part of a punitive model that we do not subscribe to. If a student acts in a way that threatens the safety and wellbeing of others then we will adopt a two-fold approach. (1) We will work with that student and, if appropriate, their family and other agencies, to address the underlying causes of the behaviour. This may include one or more of the following (this list is not exhaustive): EP consultation, ELSA sessions, specialist teacher input, SENCo involvement, additional PSHE lessons, support worker sessions. (2) While this work is in progress it may be necessary to adjust the student's provision so that it can be delivered in a safe way. This may involve 1:1 tuition at a separate time and/or place to others, including some online delivery if this will enable greater curriculum continuity.

We do not operate a complicated reward system, which again can be a means of manipulating behaviour through external control. We do not seek to incentivise children with rewards or tokens, vouchers or money so as not to undermine their personal responsibility. We do however present weekly and half-termly awards to celebrate and recognise achievement, attendance and progress.

Awards are intrinsically different from *rewards*. Awards are made after the event. They are given to recognise and celebrate success and achievement. Examples of these are:

- Stickers for demonstrating one of the **4As** (Altruism, Achievement, Autonomy and Attachment). These are placed in books or on a wall chart
- Certificates and prizes for good or improved attendance, or high numbers of achievement points.
- Jack Petchey award, when students nominate their peers. Students then receive a badge and certificate and £250 to spend on equipment or a learning experience
- Duke of Edinburgh Awards. Students are automatically enrolled on this scheme, starting with the bronze award and progressing at their own pace. A D of E award can take from 6 – 18 months to achieve and so knowing that our students will need more frequent recognition than this, we will award certificates for each individual section that is completed.
- AQA Unit Award Scheme. This scheme enables students to receive official AQA awards, which communicate status, as the design resembles that of GCSE certificates. However, the awards can be gained by students of all ages and for very small units of work. They are therefore ideal for giving students feedback about their efforts and achievements in a timely fashion.

Students are encouraged to recognise their own and others' achievements. Awards are presented in tutor time, so that the tutor can role model how to respond to others' achievements and the recipient(s) can learn to accept positive feedback, without the stress of a large and overwhelming environment (such as an assembly). Large groupings of students are avoided, as these are anxiety provoking and can act as triggers for inappropriate behaviour.

We do not have a school uniform. This is partly because many of our students are with us for a very short time, and partly because we are preparing students for the next step of their education and/or training, when they will need to select their own appropriate clothing. The same applies to Jewellery, make-up and hairstyles.

Responsibilities and Partnerships

A team approach

Effective support for students is underpinned by shared expectations and communication between teachers and parents/carers. Staff contact parents/carers regularly and we ask them to inform us about matters which might influence behaviour.

Form Tutors

Tutors are a main point of contact for the student and parent. Their role in relation to behaviour is pivotal. To this end, the tutor will:

- build up a relationship with their group
- know and care for every individual
- provide advice and support
- monitor the behaviour and needs of the students in their group and share SIMS feedback regularly
- monitor individual educational performance across the curriculum and expect the highest possible academic achievement
- act as a conduit between home, school and other members of staff to ensure that information is shared.

All staff

All staff are expected to promote positive behaviour through role modelling and positive feedback. The behaviour protocol outlines the expected responses to a range of scenarios that can occur, and we ask staff to keep to these to promote consistency across the school.

Through CPD we regularly share successful strategies and these can be found in the policy.

Teachers

Teachers and Tutors are also responsible for logging information regarding any behaviour concerns, on the day that they occur, and contacting parents.

SLT

SLT provide support and guidance for staff. They have a significant role to play in the management of the positive learning environment (see behaviour protocol).

SLT and the Management Committee ensure that the policies underpinning the positive learning environment are regularly reviewed.

Successful Strategies for dealing with specific issues

These have been suggested by teachers at Malden Oaks

Students not entering the room at the start of the lesson (KS4):

- The more staff managing changeovers the easier it is
- Generate enthusiasm. Show that you are pleased to see them.
- Refer to previous lessons where they engaged well.
- Give them take-up time, return and reinforce
- Accompany them
- Keep a copy of the timetable with you at all times so that you can direct students who don't know where they are supposed to be.
- Maintain expectations
- Keep it light-don't over dramatise
- Identify a student who you think will comply and work on getting them in. The others often follow.

Refusal to engage in the lesson (KS3 & KS4):

- Take them seriously. Listen to their reason. Model respect.
- Communicate your assumption that they are great learners who will benefit from participating.
- If they come in mid conversation give them a minute to finish it.
- Let them come to you, don't over-face them at first.
- Be receptive to turn-off points and counter them with visuals eg cartoons or discussion.
- Soften the interface in response e.g. include the reading in the PowerPoint so they can look/listen.
- Meet them halfway eg provide PowerPoint printouts so that they can stick them into their books.
- Chunk the lesson into manageable pieces eg 10 minutes on theory, 15 mins internet research. For some learners 5 minute timed tasks work.
- Give them 'expert identities' in the subject eg 'Jack is our square number expert'.
- Think about your seating plan. Where dynamics are tricky, try a horse-shoe shape with you in the middle.
- Alternate between giving them a choice and directing activities.
- Compromise. Give them a little of what they want, then what you want.
- Compliment them when you can.

When only one student attends a lesson:

- This is an opportunity to build a relationship with the individual and tailor the learning to their needs. They are often better within the group after a 1:1 session.

When a student refuses to leave:

- Take the rest of the class out

Building relationships:

- Always greet students. Recognise individuality and get to know their interests. Find opportunities to give compliments.

Individual success criteria and flexibility:

- First target: in the room on time to start the lesson: achieved!
- Allow time to calm down and focus when you only have one student eg accompany them in the garden

Anticipate time-wasting:

- Remind them to go to the toilet before the lesson

General:

- Show human kindness, be attentive and responsive

- Model respect

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006 School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011 Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Bullying

Bullying behaviour is not tolerated at our school. Our understanding of bullying behaviour is that it is a deliberately hurtful and repeated attempt to undermine someone. It is difficult for the victim to defend themselves.

This can take many forms:

Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute as physical bullying.

Verbal – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Cyber – any type of bullying that is carried out by electronic medium such as:

- Text message bullying, picture/video clip bullying via mobile phone cameras
- E-mail bullying, bullying through Instant Messaging (IM) and Social Networking sites
- Chat-room bullying

As well as these four main types of bullying there are other forms of bullying of certain targeted groups which need to be recognised. These include:

Racist bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.

Faith-Based bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of religion

Sexual bullying (bullying that has a specific sexual dynamic) unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, distribution/display of pornographic material aimed at an individual, graffiti with sexual/sexist content aimed at an individual.

Gender bullying (bullying based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender) – use of sexist language, negative stereotyping based on gender.

Transphobic bullying - Stems from a hatred or fear of people who are transgender. Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Physical, verbal, written social exclusion, on-line or text abuse or ridicule another person perhaps for their behaviour, clothing or appearance.

Homophobic bullying (bullying motivated by prejudice against lesbian, gay or bisexual people LGB or those perceived to be LGB) – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on sexual orientation.

SEN/Disability bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on disability or learning difficulties.

Preventing Bullying

Through various parts of the curriculum, such as PSHE, Citizenship, Geography and History, students are taught about British Values, diverse communities and those with needs different to their own. Students are taught the importance of being open minded and respectful to those with differing opinions and an inclusive culture is created across all sites.

Students learn about mental health and the importance of looking after your own and being mindful of the impact you could have on someone else's.

Online safety is taught both through PSHE lessons. Students are taught about how to communicate and behave appropriately online and through work around the Acceptable Use Agreement document for school computers learn how what they share online can be traced.

These strands of the curriculum arm students with the knowledge and understanding of the importance of treating those around them in the way they would wish to be treated and the repercussions for not doing this.

Strategies for preventing bullying taking place in the first place are very much in keeping with Malden Oaks' ethos of creating an environment that allows our students to be successful.

Responding to bullying

Students are supervised at all times and relationships between staff and students encourage the disclosure of any issue that might impact on well-being. Students also have access to the School Nurse.

Any disclosures relating to bullying or observations of behaviour that cause concern are investigated fully and immediately. In the first instance the form tutor will talk to students, and serious issues are referred to SLT leads (as with any other serious breach of the behaviour expectations). Sometimes a referral might be made to the SPA if there are concerns about the student's safety (Child Protection).

Incidents that happen off site can impact on the attendance and well-being of students. We will try to ensure that students are able to pursue their education regardless of conflicts that might exist elsewhere. Sometimes arrival/leaving times are staggered; students are accompanied on and off the site and parents/carers are involved.

During PSHE students explore what healthy relationships look like, and through scenarios they rehearse appropriate responses. Tutor time offers further opportunities to discuss concerns.

All bullying incidents are recorded on SIMS and they are regularly reviewed.

Power to use reasonable force

Whilst members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property we always try to de-escalate situations to avoid the use of restraint. Similarly we would not conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. We would work in partnership with the Police if the situation arose. We are aware that our power to discipline extends beyond the school gates, and when there are incidents outside school that have repercussions in school we will work with external agencies to resolve them. However, we are also mindful that students may present a more positive persona within school and so we will not unnecessarily allude to or discuss out of school behaviour.