




**MARWOOD CHURCH OF ENGLAND V.C. INFANT SCHOOL
GREAT AYTON**

POLICY ON BEHAVIOUR MANAGEMENT INCLUDING ANTI-BULLYING POLICY

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Signed Chairman of Governing Body	

Marwood School is a Church of England Voluntary Controlled Infant School where the Christian Ethos is central to the life of the school community. Our Vision Statement reflects those Christian values.

Our Vision

Happy Friends Learning Together

Everyone in school is greatly valued as unique with different gifts and skills. Guided by our core Christian values, we support each other as we strive to achieve our best in all we do. Seeking to transform lives, we develop a lifelong love for learning, for each other and for our neighbours locally and globally.

Jesus said, 'Love your neighbour as yourself.'

Matthew 22v39

Our Core Christian Values

Love, Friendship, Forgiveness

INTRODUCTION

At Marwood School we endeavour to create a safe, positive atmosphere based on a sense of community and shared values in which all pupils can learn and reach their full potential.

As we live out our Vision, we believe that we need to work in partnership with parents to encourage children to become socially responsible. It is important that children are clear about what we mean by good behaviour and that the school helps them to develop self respect, respect and concern for others, self discipline, truthfulness and honesty.

To encourage and reinforce good behaviour, we will endeavour to provide a calm, friendly, **inclusive** atmosphere throughout the school.

AIMS:

To encourage children to have a sense of self-discipline and an awareness of how their behaviour and actions affects others, their environment and consequently their own well being. This will be encouraged through an ongoing dialogue between staff and individual pupils, reflecting on our Christian values of love, friendship and forgiveness.

Adults investigating incidents of poor behaviour model these Christian values, looking at the causes using a restorative approach.

SCHOOL CODE OF BEHAVIOUR - 'OUR SCHOOL RULES'

- Discuss and agree with children termly 'Our School Rules' - a copy to be displayed in the Worship Space
- Parents are informed of our School Rules (see Home/School Agreement)
- Rules are presented simply, endorsing the positive reinforcement philosophy of the school, within the Health and Safety guidelines.

- ✚ Be kind and helpful
- ✚ Listen
- ✚ Be honest
- ✚ Work hard
- ✚ Look after property
- ✚ Walk in school

REWARDS

In any disciplinary process the emphasis will be on the positive approach of encouragement and praise rather than negative criticism. Rewards will be used to promote the positive approach.

- A variety of stickers are available to celebrate children's successes and achievements - social, behavioural and academic.
- Positive written comment on the pupil's work (see feedback on learning policy).
- A public word of praise in front of a group, class, year or the whole school.
- School certificates, formally presented (golden ribbon awards presented weekly following Friday worship, golden rule certificates presented at the end of each half term.)
- School reports will be used to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.

SANCTIONS

These will be used as a result of bad behaviour and will take the form of withdrawal of privileges pertinent to the misbehaviour.

- Removal from the group (in class).
- Staying/walking with the teacher or teaching assistant on duty at break time.
- Withdrawal of break or lunchtime privileges.
- Contact with parents, as appropriate. The school firmly believes in the partnership between home and school in the behavioural management of children.
- Behaviour charts to be shared with parents on a regular basis.
- Exclusion, be it for a fixed period or permanent.

All school staff (teaching and non-teaching) are responsible for ensuring that the children understand and follow the school's rules. Individual teachers are responsible for the behaviour of the children in their care.

Teaching assistants on duty at lunchtime would report any serious or persistent misbehaviour to the class teacher after lunch. The Behaviour management and Antibullying Policy is shared with staff on induction and annually.

PUPIL BEHAVIOUR

The following behaviours will lead to sanctions:

- Minor disruptions to lessons
- Rudeness/bad language
- Damage to property (school or other)
- Taking of property (school or other)
- Behaviour which puts self or others at risk (bullying/injuries)
- Refusal to carry out reasonable instructions
- Behaviour which prevents teaching and learning
- Serious/severe behaviour/misconduct (e.g. hitting, kicking, spitting)

EYFS Procedures for dealing with disruptive behaviour in lessons

1. Verbal warning
2. Final warning
3. Removal from the group
4. Miss playtime
5. Sent to headteacher or leading teacher
6. Discussion with parents

Key Stage One Procedures for dealing with disruptive behaviour in lessons

1. Verbal warning
2. Name written on board - miss minutes of playtime
3. Name written on board again - miss more minutes of playtime
4. Removal from the group
5. Sent to the headteacher or leading teacher
6. Discussion with parents

Serious Behaviours and Consequences

Behaviour examples

1. Physical Intentional physical assault to peers or adults-punching, kicking, fighting.
2. Targeted language Racism, homophobia
3. Stealing from others
4. Vandalism towards property, intentional damage of property
5. Bullying Continuous verbal or physical taunting and threats

6. Inappropriate use of technology
7. Extreme swearing

Consequences

1. Record on behaviour log
2. Parents/carers contacted
3. Serious incident form completed
4. Loss of privileges e.g. responsibilities
5. Restorative work completed by appropriate member of staff
6. Internal exclusion
7. Fixed term exclusion
8. Permanent exclusion

There are some actions and choices children make that we have a complete Zero Tolerance policy for and these behaviours will not be accepted, such as; racism, homophobia, bullying, stealing, intentional physical assault and intentional vandalism. These behaviours will be referred straight to the Headteacher.

Child on Child Abuse

Children and young people may be harmful to one another in a number of ways, which would be classified as child on child abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up' (KCSiE). All forms of peer on peer abuse are will be referred straight to the HT. There are many forms of abuse that may occur between peers and this list is not exhaustive:

Intentional physical abuse - *Physical abuse may include, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person. We recognise that there may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or sanction to be undertaken*

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) - *Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching another or sexual assault/abuse. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards.*

Bullying (physical, name-calling, homophobic etc.) - *Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.*

Cyber bullying - *Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass threaten or intimidate someone for the same reasons as stated above. Cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal*

behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support, young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting - *Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having it in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated, as these are offences under the Sexual Offences Act 2003.*

Prejudiced Behaviour - *The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised. This is connected with prejudices around belonging, identity and equality in wider society - in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).*

The school may search your child if they think your child has any banned items.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Strategies to support behaviour management

Reflection

We believe that changing children's behaviour may need more than a consequence approach and we believe in restorative approaches. This is a way of challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing additional sanctions. During reflections, children will have the opportunity to reflect on their behaviour, and discuss restorative approaches linked to the school's values.

Recording, Monitoring and Evaluating Behaviour

All relevant behaviour incidents and consequences are recorded in a behavior log to ensure records and patterns are accurately established and analysed. This data is analysed on a regular basis by the HT. Any concern surrounding general behaviour and/or individual children is discussed in weekly staff meetings to ensure a proactive approach to situations. Patterns of behaviour are analysed, monitored every term, and are used to inform current and future practice. It is the responsibility of the class teacher to record incidents appropriately.

SEND & behaviour

SEND is not considered an excuse for poor behaviour, however for children whom this staged approach is not appropriate, due to their particular Special Educational Needs or Disability, will have a personalised plan or behaviour plan detailing alternative approaches, rewards and techniques. We are aware of the effects of SEND, trauma and Adverse Childhood Experiences and these will be taken into account when promoting good behaviour, identifying unmet needs and using sanctions.

We recognise that inclusion does not mean that all children are treated in the same way; we support individual needs in consultation with the Parents / Carers, Class Teacher, Pastoral Lead, SENDCO and HT. Where children are struggling to make the right behavioural choices or where a Special Educational Need or Disability has been identified, support may be offered from external agencies.

Safer Holding and Reasonable Force

All members of school staff have a legal power to use reasonable force (Use of reasonable force, DfE July 2013). According to DFE guidance:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot: use force as a punishment - **it is always unlawful to use force as a punishment.** (See revised guidance on 'Use of reasonable force DfE July 2013') Parents will always be informed about serious incidents that involve the use of safer holding

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times it must be the minimal force necessary to prevent injury. Only staff who have been appropriately trained will use physical intervention techniques. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. All incidents resulting in physical intervention being used are recorded. Parents will always be informed where physical intervention has been used as a last resort on their child.

BULLYING

A DEFINITION OF BULLYING

Bullying is defined as **deliberately** hurtful behaviour, repeated **over a period of time**, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, racist remarks or racist behaviour
- Indirect - spreading nasty stories about someone, excluding someone from social groups and exhibiting threatening behaviour.

This is our policy:

We value all God's children where everyone should be treated with dignity and respect. We follow the guidance and recommendations set out in 'Valuing All God's Children' by the Church of England Education office (see Appendix 1).

Every pupil has the right to feel safe and happy in school and in the playground. Bullying in any form by pupils, or any other member of the school community will not be tolerated at Marwood Church of England Infant School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community.

Victims of bullying should be confident that they will be supported and that action will be taken against children exhibiting bullying behaviour. It is therefore the responsibility of every member of the school community to combat bullying by being prepared to report any incident to teaching staff as soon as it occurs. Children are taught to report to an adult so that immediate action can be taken. Parents are encouraged to be alert and report any incidents to the school.

Expectations and Roles

Role of the Headteacher (HT)

It is the responsibility of the HT to implement the school behaviour policy consistently throughout the School, and report to the Governors, when requested, on the effectiveness of the policy. The HT sets high expectations through consistently modelling the school's values and strive to ensure that all children work to the best of their ability. It is also the responsibility of the HT to ensure the health, safety and welfare of all children in the school. The HT keep records of all reported serious incidents of misbehaviour including bullying and racism. The HT has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the HT may permanently exclude a child. These actions are taken only after the Governors have been notified and will only be used as a last resort.

The Role of Class Teachers

It is the responsibility of teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling the school's values and strive to ensure that all children work to the best of their ability. Class teachers will liaise with parents/ carers if there are concerns about the behaviour or welfare of a child, after consultation with HT. This will be carried out through regular communication, either face to face or via a phone call or email through the school office. Teachers consistently use the school behaviour policy to monitor and track the behaviour of the children in their class. Our teachers support children using restorative approaches to behaviour management using our Christian Values as a reference guide to expectations.

The Role of Teaching Assistants and other adults

TA's and other adults both implement and support the implementation of this policy in lessons, around the school and on the playground. They apply the same rules when at lunch or on the playground. They consistently model the school's values in and around the school. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. TA's support children using a restorative approach to behaviour management.

The Role of Parents and Carers

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of having strong links with parents and good communication between home and school. We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported to the Headteacher, who will take appropriate action.

The Role of the Pupils

We recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews and pupil questionnaires All pupils are expected to uphold the school's values and behave accordingly at all times. Any incidents of poor behaviour will be dealt with in line with this behaviour policy

STATUTORY DUTY OF SCHOOLS

Schools have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. We aim to prevent bullying among pupils by promoting good relationships within the Christian ethos of the school.

Good relationships are promoted by

- Addressing issues through timetabled lessons (PSHE, RHE and Collective worship)
- Providing good role models that show sensitivity, politeness, respect and honesty
- Discussing supportive relationships
- Teaching and promoting caring attitudes
- Promoting self-esteem, security, identity and belonging
- Rewarding good behaviour
- Allowing pupils to hear what other people feel and experience - through circle time and RHE activities
- Encouraging pupils to recognise their own qualities and help them identify good qualities in others
- Teaching pupils to listen actively and attentively
- Helping pupils to be patient and reflective
- Helping pupils to give and receive praise

Pupils are encouraged to:

- Refrain from teasing or making personal remarks
- Give sympathy and support to pupils who may be hurt by others
- Talk to an adult
- Report any incident immediately
- Not to stand by and watch - fetch help!
- Be assertive by walking away confidently from a situation or by telling the bully to stop.

IMPLEMENTATION

The following steps will be taken when dealing with incidents:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. All adults take bullying seriously and will investigate the facts of any incident.
2. A clear account of the incident will be given to the Headteacher.
3. The Headteacher will interview all concerned and will record the incident
4. Parents will be kept informed.
5. Sanctions will be used as appropriate and in consultation with all parties concerned
6. Regular monitoring of persistent misbehaviour/bullying will be discussed with the Governing Body Pupil Discipline (sub)-committee.
7. Exclusion for a fixed period.
8. Permanent exclusion. Exclusion decisions will only be taken for serious breaches of the school's discipline policy. The School Discipline (Pupil Exclusion and Reviews) (England) Regulations 2021 would apply.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Informing parents and working with them to ensure continuous support at home and school

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents to help change the attitude of the pupil

Appendix 1

Flourishing For All - Antibullying Guidance for Church of England Schools
[nse-flourishing-for-all-final-for-publication-april-2025-inc-parts-ab-c.pdf](#)