

An *Active Learning* Trust Academy



# Behaviour, Rewards Discipline and Anti-Bullying Policy

The Kingsfield Code: *'We are effective learners'*

*Motivation Cooperation Creativity Independence Curiosity Stickability*

## **AIMS OF THE POLICY**

- To ensure children's behaviour is focused on the behaviours for effective learning: The Kingsfield Code: 'We are effective learners'
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence through self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

## **CHILDREN'S RESPONSIBILITIES**

- To demonstrate behaviours akin to effective learners: The Kingsfield Code: 'We are effective learners'
- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To take advice on-board and follow instructions of school staff.
- To take care of property and the environment in and out of school.

## **STAFF RESPONSIBILITIES**

- To model and advise how children can become more effective learners - with reference to The Kingsfield Code: 'We are effective learners'
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.

- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be good role models.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To be aware of their (special/additional) needs.
- To offer a framework for social education.

### **PARENTS' RESPONSIBILITIES**

- To ensure children's behaviour is focused on the behaviours for effective learning – The Kingsfield Code: 'We are effective learners'
- To make children aware of appropriate behaviour in all situations.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

### **REWARD SYSTEMS TO ENCOURAGE GOOD BEHAVIOUR**

In July 2016, TAs, Teachers, SLT & pupils themselves voted for some new forms of reward. These are all included within the main list below:

- Deputy and Head Teacher stickers
- Reward Assembly (certificate-based)
- Kingsfield Coins linked to the Behaviours for Learning displayed in every classroom (spent on toys showcased in the foyer)
- A class-based reward designed by the teacher, specific to that class only e.g.

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table point systems, marbles in a jar (mustn't be linked to sanctioning in any way)

- Children's work being displayed more
- Children being sent with examples of excellent work to another staff member (or pupil) to be praised
- Praise postcards home
- Golden Time: Fridays 2:30 – 3pm (cannot be taken away from children for poor behaviour as this is dealt with immediately within the parameters described in the part of this policy below)
- Verbal praise
- Acknowledgement of children's efforts on newsletters
- Certificates generally

## **WHAT DO WE DO IF A CHILD MISBEHAVES?**

### Low to Mid-Level Sanctions

Teachers should remind children of their class rules based on the expectations for behaviour for learning. How many reminders teachers give a child will depend upon the child's SEN; the teachers' knowledge of the child; what works and what doesn't; how the child has generally behaved throughout the day or lesson, or for other members of staff that day. We trust our teachers know their children and so we trust their professional judgement on this. If children have been given a warning and manage to 'pull it back' within a reasonable timeframe, their slate should essentially be 'wiped clean' for the remainder of the morning, afternoon or lesson – again – based on the teacher's professional judgement. Teachers should praise children for 'pulling it back' so as to pre-empt further misdemeanours. However, if children persist, and teachers feel they have employed relevant strategies without huge success:

1. A second reminder of school/class rules. Remind them: last chance before a 5 minute detention is imposed.
2. If poor behaviour persists, 5 minute detention.

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3. If poor behaviour persists despite them knowing they have a detention, 10 minute detention.
4. If poor behaviour persists despite them knowing they have a detention, 15 minute detention. As well as this detention, the disruption caused warrants the child to be sent immediately to another class, or a Partner Class to cool off for a period of the teacher's choosing. The child should be sent with any appropriate work either with a TA, or by themselves (if you can trust them to arrive safely), or with another, trustworthy pupil. A post-it note should explain (if not sent with a TA) how long they are to remain in the class; the work they have/or haven't got to do and whether to nurture or leave to cool off. SLT (unless teaching in that class) is not involved at this point.

If a class teacher awards a detention for a low to mid-level offence, it is the class teacher's responsibility to detain the child/children at break time, or lunchtime, and for the capacity they decide e.g. making up lost work, sitting in silence, a general discussion and/or restorative actions around their behaviour, setting mini, verbal targets for the rest of the day or the week. If class teachers are unavailable to administer a detention, they must do so at the earliest convenience. At the teacher's discretion, they may decide for their TA to administer the detention in their absence, or generally become involved. Please note: support staff have the same powers of sanctioning children although it is generally expected that their style of behaviour management will fit broadly in line with that of the class teacher's and the culture of the class. Teachers will keep their own record of any low to mid-level detentions in their class behaviour book.

#### Should the SLT be involved in low-mid level behavioural incidents?

No. The SLT should not have to deal with minor incidents. We recognise, and trust the advice of our colleagues here at Kingsfield Primary School. Therefore, if class teachers feel the need for SLT to visit during their detentions and reinforce any of the teachers' decisions regarding low to mid-level behavioural incidents, if available, and

upon request, they will. However, class teachers will always be that initial point of contact as they are responsible for their children's behaviour.

### Serious Behaviour: 'The Book'

If a class teacher deems an incident as 'serious', they must thoroughly investigate it and fill in the appropriate details into 'The Book' (this information is then logged onto SIMS). The Book will be kept in the Head Teacher's room.

Any offence that goes into The Book, teachers must:

- Inform the child's parents by personal meeting, and within a prompt timeframe. In exceptional circumstances, a telephone consultation may suffice.
- Setup agreed actions, explore possible sanctions, restorative measures, monitoring, any necessary repeat meetings, follow-ups, or any other actions or plans they deem appropriate.
- Inform a member of SLT about what has been – and what teachers intend to – put into place. The Deputy and Head must know about all serious offences in the school and the sanctions and restorative measures being applied.

### Serious Behaviour: Behaviour Feedback:

SLT and/or teachers will wish to monitor the offender's subsequent behaviour.

Dependent upon the offender's age and ability, he or she should be able to articulate some, or all of the following:

- What he/she did wrong
- What agreed actions/sanctions were made between themselves & their class teacher
- What their parents thought about their behaviour/offence as well as the extent to which they were involved
- How well their targets or actions have been going
- What they've learnt from it
- Why they won't do it again
- Anything they did to make amends (restorative)

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- Anything else of relevance that we should know

Entries in 'The Book' will need to be seriously considered and reviewed by the Head and/or Deputy as these children may need additional services, interventions, or be at risk of becoming excluded.

Please note: staff in Year R will fit broadly in-line with the school's reward systems although sanctioning will be centred around conversations about children making the right choices, followed by an instantaneous sanction e.g. class timer, time out.

## **Bullying**

Bullying can be described as being:

*'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'*

Staff, parents and children at Kingsfield Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

Help for victims and bullies.

The purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the

sanctions described later in this document to help resolve matters, it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

### Strategy for Dealing with Bullying

In dealing with bullying, staff at Kingsfield Primary School follows these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records on SIMS

Strategies have been introduced at Kingsfield Primary School to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy; increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Kingsfield Primary School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head Teacher or a member of the Senior Management Team in conjunction with the child's class teacher.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Kingsfield Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, the Head Teacher or SLT will apply relevant sanctions but will also consider any relevant restorative work that needs to be done with the bully.
7. Hold separate discussions with parents of the bully and the victim.
8. Sanctions for the bully may include:
  - withdrawal from favoured activities (school visits, favourite games, for example)
  - loss of break times for a period to be determined by the Head Teacher.
  - working in isolation from key individuals or their class

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- barred from school during lunchtimes for a period to be determined by the Head Teacher.
  - fixed period of exclusion from school. For further information about exclusions, please read the LA's Exclusion Guidance document available at: [http://www5.cambridgeshire.gov.uk/learntogether/downloads/file/717/revised\\_exclusion\\_guidance/](http://www5.cambridgeshire.gov.uk/learntogether/downloads/file/717/revised_exclusion_guidance/)
9. In conjunction with the SENDCo, Head Teacher and class teacher, produce a pastoral plan which will allow the victim to successfully return to school life, without upset or harm. This plan will be bespoke, based on the context of the situation but will include opportunities for the victim to visit named adults and children whom assume the role/s of mentor.
10. In conjunction with the SENDCo, Head Teacher and class teacher, provide a relevant reintegration package for the bully. This may include some form of Pastoral Support Plan, Risk Reduction Plan and/or a restorative plan. A mentor/named adult will support this reintegration process.

### **Bullying off the School Premises**

If a child from Kingsfield Primary School is involved in a bullying incident with a pupil from our, or another school, off the premises, we recognise that this will impact on their education in school. Therefore, we will liaise with relevant parties and/or authorities in order to ensure that there is no reoccurrence, or to at least provide our children with appropriate advice and support.

### **Bullying Directed Towards Race, Gender, Sexual Orientation or Disability**

Kingsfield Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative

action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability. Such incidents will be recorded in 'The Book' and logged onto SIMS.

### Racial Bullying/Harassment

Racial bullying will not be tolerated in Kingsfield Primary School and will be treated severely. If any allegations arise, a full investigation will be carried out, recording incidents in the school on SIMS and via the relevant Cambridgeshire LEA forms or channels. Kingsfield Primary School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons; in Religious Education lessons and in school assemblies.

### **Sexual Bullying**

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Kingsfield Primary School. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Kingsfield Primary School's strategies to deal with sexual bullying include:

- recording incidents on SIMS
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where children might be vulnerable
- implementing appropriate sanction and restorative measures as deemed appropriate by the school and/or multi-professionals

## **Sexual Orientation**

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- recording incidents on SIMS
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implement discipline procedures if the bullying warrants it.

## **Special Education Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Kingsfield Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEND children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend may be appointed for the pupil to confide in.

If the bullying is serious, Kingsfield Primary School undertakes a full investigation, including a full discussion with witnesses, recording incidents on SIMS and contacting parents. Discipline procedures are implemented.

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High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

### **The Use of Reasonable Force**

We follow the '*Use of reasonable force: advice for head teachers and governing bodies*' document (2013). The following explanation is an extract from the aforementioned document:

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

This Policy was ratified on:

Head Teacher..... Governor.....

Signed:  
On behalf of the Local Governing Body

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Head Teacher

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Chair of Governors