

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

OUR SCHOOL CODE OF CONDUCT

At Kingsfield Primary School, we expect all our children, staff, volunteers and parents to adhere to our school of conduct which supports effective communication, learning and relationships.

Our School Code of Conduct



Be respectful



Be safe



Be your best

AIMS OF THE POLICY

- To ensure children's behaviour is focused on the School's Code of Conduct and 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.

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- 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 be respectful, safe and their best (The School Code of Conduct)
- To demonstrate the six behaviours for learning set out in our Kingsfield Code

STAFF RESPONSIBILITIES

- To adhere to, and model, The School Code of Conduct (be respectful, safe and their best)
- 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 School's Code of Conduct and 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 were reviewed again in July 2018 and are all included within the main list below:

- Head Teacher stickers
- Behaviour for Learning 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. 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 (at appropriate times).
- Verbal praise
- 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. *Please note: children's names should not be written on whiteboards/in public view (only for positive reasons). If teachers need to keep track of who is on what sanction, they should keep a private record.*
2. If poor behaviour persists, 5 minute detention.
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 in the Reflection Room (described below). As well as this detention, the disruption caused *may* (dependent upon knowledge of the child & what works and what doesn't) warrant the child to be sent immediately to 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

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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.

5. Any behaviours that go beyond 15 minutes e.g 20 minutes and above are automatically classed as 'serious behaviours' – please see guidance in later section.

If a class teacher awards a detention for a low to mid-level offence for a period of 5 or 10 minutes, 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 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 are not expected to record these sanctions; the most important part is the conversations and/or restorative work teachers do with children in these instances that will have greater impact on their future choices and therefore behaviour.

The Reflection Room

For children who reach the 15 minute detention threshold (as well as Partner Class, which *may* have been used), the child will need to carry out their 15 minute detention in the Reflection Room for their respective Key Stage. The reflection room will be manned by a member of teaching staff on a rota basis. Here, the pupil will need to complete a reflection log, documenting their feelings and thoughts moving forward. Children sent to the Reflection Room will need to be accompanied by their class teacher or TA who will, as discreetly as possible, explain the nature of the offence (they should bring sufficient notes to accompany this if necessary) to the member of teaching staff on duty. The details of this offence will then be passed onto the office staff by the member of staff on duty so it can be logged on SIMS against the pupil's profile. Therefore, it is really important that the member of staff on

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duty is monitoring the pupils' reflections and has any other relevant notes to describe the offence so that the office can record a true reflection of what has happened against the pupil's profile.

It is expected that the teacher on duty will also share their disappointment and remind the child of school expectations. Please note: the reflection log must be completed to an acceptable standard for the child's age and/or ability – this may result in the sanction lasting longer than 15 minutes.

Extra information about Partner Classes

Partner class, as well as a sanction, can also be a useful tool to pre-empt undesirable behaviours if a teacher can foresee them happening. Children may be sent to a partner class at the teacher's discretion, and the other teacher's agreement, for an agreed period of time. If this system for partner class is used, Middle Leaders should be made aware, as should parents. It should not be used as part of routine practice, as it could abdicate from the class teacher's responsibility as well as have an impact on another class.

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

No. The SLT should not have to deal with minor incidents. Our expectations are that class teachers manage their class behaviour effectively, and in accordance with teacher standard number 7 described below:

Manage behaviour effectively to ensure a good and safe learning environment

- *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*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*

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- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

Class teachers should *a/ways* be that initial point of contact as they are responsible for their children's behaviour.

Serious Behaviours (any incident deemed to equal or exceed the 20 minute threshold)

If a Midday Supervisory Assistant or TA deems an incident as 'serious', *they must:*

- Report it to the child's class teacher (MSAs need to fill in one of their slips) as they are always the initial point of contact. They may use the 'miss a lunchtime' option immediately in order to de-escalate a situation during lunchtime. Equally, MSAs may use the 'miss a lunchtime' room to allow children time off the playground just to cool off/calm down. Class teachers still need to be aware as they are expected to liaise with parents.

If a teacher deems the incident as 'serious', *they must:*

- *Thoroughly investigate it:* For example, what is the supposed victim saying has happened? What is the alleged perpetrator saying? Do their accounts match up? If not, why not? Were there any witnesses – staff or other children?
- Inform their Middle/Phase Leader (including the Pastoral Support Team as the child may be known to them/on their 'caseload' – the offence may influence the work they do) about what has happened; what they feel the sanction should be, and what future restorative work/meetings could/ are likely to be put into place. The Middle Leader may/may not agree to this as a suitable action, but will at least give further advice, support or recommendations. This process ensures the correct levels of leadership are followed and Middle Leaders have a good understanding about the behaviour of pupils in their teams and what is being done to support this. If Middle leaders are unsure and need further advice/support, they may consult with Assistant Heads,

Head of School and/or Executive Head Teacher. The team will always start by asking what the advice of the Middle Leader was.

- Inform the appropriate sets of parents.
- Setup any agreed actions, sanctions, restorative measures, monitoring, any necessary repeat meetings, or any other plans that were advised by a member of the SLT.
- Record any additional behaviour actions, in full, on SIMS (only 'Reflection Room' and 'Miss Lunchtime' is recorded by the office staff).
- Fill in the Bullying Incident Report Form if it is agreed by the Executive Head Teacher that the incident constitutes 'bullying'. These logs must be copied twice for the Executive Head Teacher before being past to the DSL. Here, one will need to be logged against the alleged perpetrator and one against the victim. A copy of the perpetrator's form will be passed to the office by the Executive Head Teacher to be logged onto SIMS and a hard copy kept under secure file by The Executive Head Teacher. Prejudice-related forms are treated in the same way but logged with the Local Authority by the office staff.

'Miss a Lunchtime': additional sanctioning measure: change to Behaviour Policy: from 16th May 2018

For children who hit the 15 minute threshold, they will still attend the Reflection Room. However, the recording of this onto SIMS will be managed by the office staff.

- For children who carry on disrupting learning past the 15 minute threshold, this now constitutes a 'serious' behaviour and teachers make the decision whether they want their child to attend the 'miss a lunchtime' room – this will be managed by a member of the SLT. Teachers must bring their child and describe the offences that have been committed. This will be recorded into a book by the SLT and subsequently logged onto SIMS by the office staff.
- Please note: teachers still have the authority to exercise an outright reflection room or missing of lunchtime for offences they deem serious enough to warrant this.

- ‘Serious’ behaviours are still treated in the same way: teachers may consult with Phase Leads/Middle Leads/Assistant Heads/Head of School/Executive Head in order to think creatively about the sanctions they impose – the added layer of ‘missing a lunchtime’ has purely been added in order to empower teachers with a further option of sanctioning. Anything additional than the reflection or missing a lunchtime **must be recorded by the class teacher onto SIMS.**

Serious Behaviour: Behaviour Feedback & Monitoring

Class teachers, Middle Leaders, Head of School and Executive Head may wish to monitor behaviour in their class, phase, key stage or across school based on the 15 minute sanctions and ‘serious’ incidents using SIMS. This will allow leaders to identify where, when and with whom, most incidents are occurring in order to deploy provisions. On an individual level, any one of the aforementioned stakeholders in the school may wish to speak to a child who has been subject to a/multiple serious offences. 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)
- Anything else of relevance that we should know

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.

Emergency Situations

In the event of an emergency behavioural situation, a teacher will send a white class card to the office who will immediately get a Middle Leader, the Head of School, or Executive Head to attend. If it's a green class card, a member of the First Aid team will immediately attend. Classes with the most vulnerable pupils identified will have access to a walkie-talkie system.

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
- 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/

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 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

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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.

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