



KINGFISHER  
PRIMARY SCHOOL

# Kingfisher Primary School Relationship Policy

Last Reviewed: September 2021  
Next Review Due: September 2022

**Reviewed Annually**

## Context

At Kingfisher Primary School our approach to managing behaviour is based upon establishing and celebrating excellent relationships and mutual respect through the understanding and application of our school values and Griffin pillars. We believe in celebrating success and maintaining a positive approach to all that we do and this is exemplified through our policy.

Our values are aligned with the Characteristics of Effective Learning and are based upon maximising the development of characteristics that promote great achievement, great appreciation of traditions and community and great attitudes and confidence to explore and challenge the world.

Our values are –

- Respect
- Perseverance
- Building relationships
- Responsibility
- Resilience
- Independence

## Relationships at Kingfisher

- Are exemplified through our values which are modelled and demonstrated at all times
- Respect and celebrate the diversity and cultures of everyone within our school and the wider community
- Are discussed on a weekly basis and promoted through P4C and PSHCE lessons
- Are explored and celebrated in our weekly assemblies
- Are practiced during break and lunch times where children are given opportunities to develop and apply all their values whilst engaging and playing with their peers
- Are promoted during lunchtimes where children sit amongst their peers and enjoy sociable meal times
- Are supported through excellent parent partnerships

## Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to relationships and learning

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Verbally or physically abusing an adult or child
- Any form of bullying
- Breaking or damaging school property
- Theft
- Fighting or violence towards others
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Something that happens several times on purpose.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **Bullying can include:**

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying/racism/sexism/homophobic or discriminatory incidents are serious forms of misbehaviour within the school. They are totally unacceptable forms of behaviour which will be dealt with firmly and decisively. Any incidents of bullying, racism, sexism or homophobia that are upheld following investigation will result in a meeting with parents or carers and an internal exclusion as a minimum.

### **What pupils should do if they feel they are a victim of any form of bullying is to:**

#### **TELL SOMEONE.**

If it is not drawn to the attention of the teacher, senior leader or Head of School, it can go on unabated, and in fact, will probably build up in its intensity – often resulting in the pupil trying by any means not to attend school. It can lead to untold misery, fear and unhappiness for the pupil.

All staff will act positively when notified. Such complaints cannot be ignored and pupils must be encouraged to “tell”.

When pupils tell their parent/carer of any instances the parent/carer must be encouraged to come and report the matter directly to the class teacher or Home School Support Worker. All reported instances will be relayed to the Head of School who will then instigate action and report back to the parent/carer as soon as the matter is resolved. The school will keep a record of all reported incidences.

Following any incident of bullying the school will establish a personalised approach to supporting the victim. This support will include a focus on securing well-being through talking about feelings and emotions associated with their experience and also strengthening relationships with peers within the class.

Bullying, what it is and its negative impact is explored within the curriculum. Lessons taught through P4C and PSHCE directly examine scenarios where bullying occurs and children are given time and support to understand not only the negative impact of bullying on the victim but also why some people do bully others. In this way we aim to provide knowledge and understanding that will significantly reduce incidents and the negative impact that they bring.

### **Roles and responsibilities**

#### **The Governing Body**

The Improvement Board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

#### **The Head of School**

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure through training and understanding of the expectations of this policy that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will evaluate how staff implement this policy to ensure rewards and consequences are applied consistently.

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the school values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Pupil code of conduct

Pupils are expected to:

- Demonstrate the school values in all that they do
- Accept the consequences of their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Speak to staff if they witness anything that makes them feel uncomfortable

## Celebrating our culture and rewards

At Kingfisher Primary School all members of the school community consistently promote good choices and behaviour through our recognition of our values. Children receive stickers during the school day when they have demonstrated a particular value this is then celebrated and promoted by other members of the community whenever they see the sticker. Parents can then celebrate and explore the values associated with the stickers when the child gets home.

We believe it is important for children to clearly understand that actions have consequences both positive and negative therefore as a staff team we actively look for opportunities to celebrate the great choices that children make.

Great choices and learning behaviours are also celebrated through

- Our diamond system. Every day all children begin with their name in the centre of the diamond. Throughout the day children can move up the diamond and achieve rewards simply by making excellent choices and demonstrating our values. A daily certificate is issued to all children that reach the top of the diamond
- Children who reach the top of the diamond 4 or more times in a week will also get a mention in the school newsletter
- House Points are given as a reward for good behaviour and good work and are aligned with the steps on our diamond. Teams are rewarded every term with the most points. House points can be awarded for individual work, and also representing the school in team or individual events
- Each week children are nominated from each class to receive a 'Wonderful Week Award' which may be for excellent writing, maths or attendance
- Every Friday there is a "Wonderful Week" assembly. This is a celebration of any great work, positive attitude and general effort and achievement
- Every week the class with the highest attendance and punctuality will be celebrated and is awarded with the 'Attendance or Punctuality Bear' to look after
- At the end of each term an assembly will celebrate the pupil/pupils with the best attendance.

## **Inappropriate Behaviour**

We believe it is important for children to clearly understand that actions have consequences both positive and negative therefore as a staff team we actively look for opportunities to celebrate the great choices that children make.

We also recognise that there are occasions when children may make inappropriate behaviour choices and in order to provide clarity of expectation we use our diamond system on a daily basis to support this.

The aim of our diamond system is to promote great behaviour by moving children up it every day, however, children can also move down the diamond if they make inappropriate choices. Each step down is staged so that children are given time to reflect and improve their behaviour before any sanctions are put in place. Children can move back up when they demonstrate improvement which will be recognised by the teacher. Sanctions on the diamond relate to missing time at break times during the day. The expectation will be that if a child reaches missing time at break they will be expected to miss the time even if they make changes and improve their behaviour.

### **Action to be taken – in school**

- Values are displayed and referred to
- Children are given a verbal warning – a reminder about expected behaviour.
- If the child persists then the child will be moved down the diamond. This is a staged approach so a move down should only be one step at a time. Before any additional move down the child must be provided with another warning. (Pupils can move back up the diamond in recognition of improvement.)
- The child will fall to the bottom of the diamond if they continue to make the wrong choice, even after sanctions have been given.

In the unlikely event that a child reaches the bottom of the diamond their name will be entered into a 'Red Book'. This means that they will need to explain to a member of the Senior Leadership Team at the end of the school day why they reached and remained at the bottom of the diamond. The member of SLT will log the child's name and the reason in the 'Red Book'. The member of SLT will decide on an appropriate and proportionate consequence. The class teacher will also let the child's parents know what has happened.

If a child reaches the bottom of the diamond for a second time in the same week or several times over a period of time they will need to explain to the Head of School the reason for their actions. The Head of School will contact the parents and agree on an appropriate consequence as well as establishing additional support for the child if it is deemed necessary such as a positive behaviour chart or Pastoral Support Plan.

**If negative behaviour continues there are other strategies that the staff team may employ including:**

**Time out in another class** - This should only be for a short period of the school day.

**A Reflection strategy** can be used by all teachers at their discretion. A log should be kept by the class teacher to see if there is any pattern emerging. This log should be kept up to date and be available as evidence at any time. The Head of School, Deputy Head or SEND Lead will review these logs on a weekly basis.

It is up to the professional judgement of the staff member to deal with each situation on merit, and they should seek advice from a member of the Senior Leadership Team if they would like clarification or support.

Staff will consider the needs of the child and their personal circumstances behind situations rather than giving blanket consequences in all situations.

**If negative behaviour persists there are other strategies that the Senior Leadership Team may employ including:**

### **Internal exclusions**

If children continually misbehave with no improvements seen, then an internal exclusion may be given. If there is a serious incident it may warrant a child being isolated immediately whilst the matter is investigated. If this happens a child will work in a different class for an agreed time of the school day. If a child has an internal exclusion they will spend their break times away from their peers to reflect.

### **Internal exclusions at a partner school**

If children continually misbehave with no improvements seen and internal exclusions at school have been given then an internal exclusion at a partner school may be considered as a more serious strategy. If this happens a child will work in a quiet space away from the other children in the partner school usually for the majority of a school day. The child will be accompanied by a member of staff from Kingfisher Primary School. If a child has an internal exclusion at a partner school they will spend their break times and lunch time away from all other children.

### **Exclusion**

Exclusion will be considered if inappropriate behaviour persists. However, in the majority of cases strategies will have been considered and support gained from outside agencies before exclusion is implemented. If it is assessed that the pupil has a long-term behaviour issue then, in line with the SEND Policy, the pupil will be placed on the register at SENS (Special Educational Needs with Support) or EHCP (Educational Health Care plan).

Exclusions will only be given if all other approaches to supporting improvements in a child's behaviour have been tried with no impact seen.

In the case of fixed term exclusion, the Head of School will notify the Chair of Governors and LA of the action to be taken. The parent/carer will be asked to come to school and the child will be excluded from the premises immediately. A letter will be sent notifying the parent of the reason for and length of the exclusion. Copies will be given to the Chair of Governors and the LA. A date for a review meeting at the end of the exclusion will be set where all parties will discuss strategies for the way forward. In the absence of the Head of School, the Deputy Head or Executive Head will take on the role.

In the case of a permanent exclusion, the Head of School will notify the Chair of Governors and LA of the action to be taken. The parent/carer will be asked to come to school and the child will be excluded from the premises immediately. A letter will be sent notifying the parent of the reason for the permanent exclusion. Copies will be given to the Chair of Governors and the LA. In the absence of the Head of School, the Deputy Head or Executive Head will take on the role.

## Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, or in the local area.

## Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will apply the principles of this policy to the situation.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

## Classroom management

All school staff are responsible for setting the tone and context for positive behaviour within the classroom and around the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values and refer to them as part of the daily routine
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating high expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding each day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## Physical restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

## Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where key information will be shared, and our designated safeguarding leads will support new teachers with pastoral information when needed.

To ensure behaviour is continually evaluated and the right support is in place for all pupils, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management including recognising and dealing with bullying forms part of our yearly cycle of continuing professional development.

At Kingfisher we have 5 staff members trained in the proper use of restraint. (Positive Handling training).

A staff training log can be found in appendix 2.

### **Evaluation arrangements**

This behaviour policy will be reviewed by the Head of School and Governing Body every year. At each review, the policy will be approved by the Head of School.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy
- Bullying policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All adults in school set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Staff Positive Handling Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

### Appendix 3: behaviour log

#### Behaviour Log - Statement of Event

Name	Class
Date	Time

What happened –

Signed: (pupil) \_\_\_\_\_

Signed (Staff) \_\_\_\_\_

Resolution/outcome
Parents informed Yes/No
SLT informed yes/No

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter

Date \_\_\_\_\_

Dear \_\_\_\_\_,

As you know recently, \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that \_\_\_\_\_ understands the need to follow our school values and our expectations about relationships, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

If you would like to discuss this with me in more detail please do contact the school office and we can arrange a mutually convenient appointment. Thank you for your continued support.

Yours sincerely,

Member of Senior Leadership Team  
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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_ Date: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

## Second behaviour letter

Date

Dear \_\_\_\_\_,

Following our previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our high expectations of pupil conduct.

In order to establish support and a way forward for \_\_\_\_\_ I would appreciate it if you could arrange to meet with me and class teacher after school. Thank you for your continued support.

Yours sincerely,

Head of School

### Third behaviour letter

Date

Dear \_\_\_\_\_,

I am sorry to report that, despite meeting and creating a behaviour plan,  
\_\_\_\_\_, has continued to misbehave.

We believe that \_\_\_\_\_ will benefit from a more structured approach  
to help improve their behaviour in school.

I would be grateful if you could attend a meeting with class teacher, our SEND lead and I, to  
discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to  
arrange the meeting.*

Yours sincerely,

Head of School