



Fulbrook Middle School

Relationships and Rewards Policy



Issue No.	Author or Reviewer	Date Written or Reviewed	Date Approved by FES/PEAP	Date Approved by FGB	Next Review Date
1.	Jon Wall	May 2016			
2.	Sam Clancy	Nov. 2017			
3.	Simon Thomas and Jon Wall	Jan. 2018		6 February 2018	Jan. 2020
4.	Simon Thomas	April 2020			
5.	Simon Thomas	October 2020	12/11/2020	16/12/2020	October 2021

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's relationships and rewards policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our relationships and rewards policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others and, when things go wrong, to try to resolve and restore relationships. We treat all children fairly and apply this relationships and rewards policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

1. Aims

This policy aims to:

- Provide a **consistent restorative 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 restorative approaches**

2. 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.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Continuous refusal to follow instructions
- Racist, sexist, homophobic or discriminatory behaviour
- Deliberate actions that could spread Covid-19
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

4. 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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (STOP: Several Times On Purpose)
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this relationships and rewards policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher and Senior Leadership team

The headteacher is responsible for reviewing and approving this relationships and rewards policy.

The headteacher will ensure that the school environment encourages positive behaviour; that staff deal effectively with poor behaviour; and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Setting the tone and context for positive behaviour within their classroom and around school
- Implementing the restorative relationships and rewards policy consistently
- Modelling positive behaviour and Fulbrook's values
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on G2 Integris Behaviour Log
- Providing suitable work for pupils issued with an internal or external exclusion
- The senior leadership team and on call staff will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff promptly

6. Pupil code of conduct

Pupils are expected to:

AIM HIGH, WORK HARD, BE KIND, NO EXCUSES.

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Practice our school's values and behave in the 'Fulbrook Way'
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Restorative approaches

7.1 List of rewards

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise.
- Credits collected on pupils' debit cards.
- Text messages to parents/carers
- Reward certificates
- Headteacher commendations
- Certificates of Excellence
- An Annual Awards Evening is held to recognise, for example, those children who have made excellent progress in each subject area
- End of Term/Year rewards

7.2 Restorative approach

The school employs a restorative practice approach to behaviour, to make uphold the school rules, and to ensure a safe and positive learning environment.

This approach to behaviour management is where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors. A restorative approach is about giving everyone a voice.

Fulbrook's restorative approach acknowledges that conflicts and behaviours happen. Rather than seeking to blame and dispense punishment, restorative approaches repair harm by finding acceptable ways to move forward for all parties concerned. This helps avoid conflicts by investing time in developing, maintaining and repairing relationships, allowing pupils and staff to **Aim high, Work hard, Be kind, No excuses.**

There are a range of restorative approaches that staff and other adults at Fulbrook use. If a pupil's behaviour falls short of the code of conduct they may:

- Receive a first warning to re-establish expectations and explain where the pupil fell short
- Be given time out for 2 mins (record the behaviour). Pupils read restorative reflection card and COVID Home school agreement poster outside the classroom and respond to it with the member of staff
- Receive a behaviour text home informing their parents/carers that their behaviour has fallen short in the lesson (this is due to Covid restrictions and homework diaries not going home)
- Be asked to have a restorative meeting with the Head of Year for 20 minutes at lunchtime (the behaviour will be recorded on the pupil's behaviour log) Email/phone contact with parents/guardian will also be made
- Be given a Senior Leader-led restorative meeting. This will be after school - 3.15pm to 4.00pm (the behaviour will be recorded on the pupil's behaviour log). Email/phone contact with parents/guardian will also be made. Parents may be invited into school.
- In school exclusion and re-integration (the behaviour will be recorded on the pupil's behaviour log) Parents are invited into school.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Holding a restorative meeting with the pupil and people that have been affected
- Referring the pupil to a senior member of staff
- Removal from the classroom by the on call member of staff
- Supervised in lessons by the on call member of staff
- Emails, Letters or phone calls home to parents
- Agreeing a behaviour support plan
- Placing a pupil 'on report'

During a restorative conversation or meeting, pupils will be asked to reflect on the following:

- What happened? (What happened from your perspective?)
- What were you thinking when ...? (Thoughts influence actions)
- What were you feeling when ...? (Emotions influence actions)
- Who has been affected by...? (Empathy)
- What do you need now so that we can move on? (Needs and unmet needs)
- How can we address everyone's needs together? (Collective responsibility for problem solving and decision making)

Pupils may be isolated during lessons for significant disruptive behaviour; they will be expected to complete the same work as they would in class, wherever possible.

Internal isolations are managed by the on call member of staff.

7.2 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.

This also applies to online behaviour and actions which may bring the school into disrepute.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Use **Aim High, Work Hard, Be Kind, No excuses**. As a basis of their classroom management
- Display the **Aim High, Work Hard, Be Kind, No excuses** classroom expectation developed with the class during community time
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, 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)
(There is separate guidance for staff in the staff physical restraint policy)

8.3 Confiscation

Any prohibited items (listed in section 3) 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.

8.4 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 special educational needs co-ordinator 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.

9. Fixed-term and permanent exclusions

- 9.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion from 'Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance' September 2017: the duty on schools and local authorities to make full-time educational provision for excluded pupils from day six of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 9.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 9.3 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, make representations to the governing body. The school informs the parents or carers how to make any such appeal.
- 9.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 9.6 The governing body has a discipline committee, which is made up of at least three members. This committee considers any exclusion appeals on behalf of the governors.
- 9.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, allow the headteacher to make representations and consider any representation by parents/carers.
In the light of its consideration, the governing board can either:
 - decline to reinstate the pupil; or
 - direct reinstatement of the pupil immediately or on a particular date.
- 9.8 The decision of the panel is binding on all parties.

10. 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.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may 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.

11. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

12. Monitoring arrangements

This relationships and rewards policy will be reviewed by the headteacher and full governing board or PEAP committee every two years. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This relationships and rewards policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy
- Exclusion policy
- Physical restraint policy

Please note that pro formas and guidance, e.g. 'How to Write a Behaviour Support Plan', are available on the school intranet, in Teachers / Behaviour.