Aim high

Work hard

Be kind

No excuses

Fulbrook Middle School Relationships and Rewards Policy

(formally Behaviour and Discipline Policy)

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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 few 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. The school will not tolerate such behaviours as peer-on-peer sexual abuse, any form of bullying, racist, sexist, homophobic, transphobic or discriminatory behaviour. Possession of any prohibited items.

The Relationships and Reward policy should be read in conjunction with our:

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

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. 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
- Always wear the correct uniform
- 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

4. Behaviour management

4.1 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 expectations 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

4.2. 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)

4.3. 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.

4.4. 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.

4.5. 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.

4.6. 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 respond to the pupil's behaviour 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.

5. Examples of misbehaviour or not meeting school expectations

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
- Not Aiming High
- Not Working Hard
- Not Being Kind
- Making excuses

6. Serious unacceptable behaviour, which is not tolerated at Fulbrook

- **Peer-on-peer sexual abuse**

  This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Up skirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress, or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party
- **Sexual violence**
- This means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment**
- This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- **Any form of bullying** *(see definitions of bullying at point 6)*
- **Racist or discriminatory behaviour**
- **Sexist or discriminatory behaviour**
- **Homophobic or discriminatory behaviour**
- **Transphobic or discriminatory behaviour**
- **Possession of any prohibited items.**
- These include: knives or weapon, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article a staff member 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)

  Other unacceptable behaviours include:
- Repeated breaches of the school rules, vandalism, theft, fighting, smoking, continuous refusal to follow instructions

7. Definitions of 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

8. Rewards and Restorative approaches

8.1 List of rewards (see appendix 1)

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

8.2 Restorative approach

The school employs a restorative practice approach to behaviour, to 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.

What is Restorative Practice?

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It is a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community. This practice can resolve difficulties and repair harm where there has been conflict. It is a way of being with people, to work with and alongside others to create sustainable change.

What are the benefits of Restorative Approaches in Schools?

Implementation of Restorative Approaches has been proven to have benefits at multiple levels in schools. On a practical level, Restorative Approaches provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. The benefits of improved conflict resolution in schools lead to reduced disruption of teaching and learning, improved relationships and a calmer school environment.

How Does Restorative Practice Work in Reality?

In addition to the conflict resolution benefits, Restorative Approaches have been shown to develop people's social and emotional competencies, such as increased empathy, improved self-discipline, and more responsible decision-making. These benefits contribute to pupils' personal, social, and moral development.

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.**

When things go wrong – the responsive, rather than reactive approach to almost all so called 'discipline issues' tend to stem from, or result in, inter personal conflicts, which leave two or more people feeling angry, hurt, resentful, anxious or even afraid.

When in conflict people need:

- A chance to tell their story.
- A chance to express their feelings.
- To understand how the situation happened.
- To understand how it can be avoided next time.
- To feel understood by the others involved.
- An acknowledgement of the harm caused, if not an apology.
- To find a way to move on.

Unfortunately, punitive responses:

- Can cause resentment rather than reflection.
- Are rarely considered fair.
- Do not repair relationships.
- Leave wrongdoers feeling bad about themselves, leading to further alienation.
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

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 two minutes (behaviour is recorded). Pupils read restorative reflection card and have a short restorative conversation on re-entry to the class room. The pupil may also be moved within the classroom.
- Pupil will have a restorative conversation after the lesson with the member of staff. They will also receive a behaviour text home informing their parents/carers that their behaviour has fallen short in the lesson.
- Receive a 20-minute reflection session at lunchtime (the behaviour will be recorded on the pupil's behaviour log) Email/phone contact with parents/guardian will also be made. Pupils will complete the restorative behaviour reflection booklet. The member of staff issuing the reflection session will have a restorative conversation with the pupil and sign off the booklet.
- Take part in a Senior Leader-led restorative meeting. This will be after school (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'

Please see Appendix 2.

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)
- How 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.

What Ofsted say

OFSTED Inspection Findings
"Pupils behave exceptionally well and say they feel entirely safe at school because of the outstanding care, guidance and support that member of staff provide. As one pupil put it, 'We don't get sad much, but when we do, there is always somebody to make things better."

"Rates of attendance and the number of pupils doing well for their age in their reading, writing and mathematics have

improved."

"Pupils appreciate and follow the school's behaviour code and are skilled at solving moral dilemmas."

"Pupils work extremely well, either on their own or in groups and pairs. They are deeply concerned for the welfare of their classmates and highly tolerant and supportive of those who have special educational needs and/or disabilities."
from
http://www.restorativefoundation.org.uk/

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.

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.and ratified by governors.

13. Roles and responsibilities

13.1 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.

13.2 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.

13.3 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 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.

13.4 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

Appendix 1

Credit Reward System

Fulbrook has traditionally given 'house points' to pupils who have shown excellent effort throughout their school life. However, the terminology and coordination of the reward system has changed. House points have now been rebranded to 'Credits.' Credits are awarded for the same positive behaviours as before but can be used in different ways. If a pupil is seen to be 'Aiming High, Working Hard, Being Kind' then they are awarded a credit. They will write down onto their debit card: the adult who gave them the credit, the date, and the lesson in which they earned their credit. A debit card has 25 spaces that need to be filled before the pupil can trade this in. Once completed the pupil trades in their debit card for currency. This currency can then be spent or saved to get different rewards.

There is an array of rewards that the pupils can obtain at Fulbrook with their credits. Rewards range from 25 credits to 100 credits. Pupils can spend or save. If they desire to have a reward of 100 credits worth, then they must save their credits up. There is a real emphasis on responsibility of taking care of your debit card and your currency at Fulbrook. As well as responsibility, students are gaining an understanding of how money and saving works in the real world. All pupils have a debit card which they earn credits on, like a debit card in real life. Furthermore, pupils then can spend the credits dependent on what they desire and want from the reward selection.

The coordination of the reward system is both reliant on the pupil and the form tutor. Once the pupil has completed a full debit card they hand this to their form tutor. This is logged in Integris as +25 and a new card is given to the pupil. In addition to this, the pupil will receive a currency card. The pupil will receive a 25-credit currency card unless they have already done so previously and they want to exchange existing credits for the 50 or 100 currency card. The pupil can now spend their credits on the reward of their choosing. These are displayed clearly on the currency.

Below are examples of the rewards that the pupils may be able to obtain:

25 Credits	50 Credits	100 Credits
Friday Lunch Time 3G Pass	Choice of book	Choice of sports equipment
Stationery Item	Kindle Pass	£5 Gift Card*
Community Leader	X 3 Entry into 'The Reception Lottery'	Pencil case & Equipment
Homework Pass	Early Lunch Pass	
Entry into 'The Reception Lottery'		

*100 Credits must be earned within one term.

What constitutes 1 credit:

- If a pupil shows initiative and supports the teacher during the lesson or supports the school during unstructured times.
- When the pupil gives an exemplary answer or asks an important question within class.
- When reviewing work, the pupil has shown an understanding of the task and has shown pride within their work.
- If a pupil is aiming high, working hard, being kind or not giving excuses.
- Showing respect (Fulbrook value), e.g. holding the door open for peers/adults.
- Helping set up the lesson.
- Picking up litter on the playground.
- Supporting others throughout the day (Being kind).
- Asking important questions.
- Showing an understanding of the task by answering questions effectively.
- Producing work of which they can be proud

What constitutes 2 credits:

- This could be a cumulative effort throughout the lesson and pupils could have successfully shown a value, effort, or initiative on more than one occasion.
- Using their time effectively within class to support peers and the teacher without being asked.
- Continuously abiding by the school's mantra of aiming high, working hard, being kind or not giving excuses.
- When it is visible that the pupil has gone above and beyond during lesson, when completing their homework or their duties around school.
- The main difference between rewarding one and two credits is that the pupils have shown more autonomy, independence and portray the school's values at a greater depth.

What is not a credit:

- Wearing the correct uniform
- Completing the expected work within class
- Abiding by the school's expectations
- 'Fishing' for credits and pupils asking after them
- Being prepared for the lesson
- Handing in homework

Can I give out more credits?

- Pupils should have the opportunity to earn credits within every lesson. However, refrain from giving out a large sum of credits.
- We should have consistency throughout the school and we do not want to reward pupils differently. For example, one teacher may have given a pupil one credit, as opposed to another teacher who has rewarded them five for the same task or value.
- If a pupil has gone above and beyond, displayed the Fulbrook values and has shown outstanding effort then that should be recognised. For example, three credits were awarded to pupils who gave outstanding tours for adults.
- No more than five credits per pupil should be given out at a time. This should be the equivalent to a Head Teacher's Commendation.

Appendix: 2

Relationships Restorative Card

Action	Consequence	Record	Contact
First warning	x	x	x
Second warning	Child out of class, read 'Aim High' poster, brief restorative conversation before returning	• Integris • Time Out or Move in class	x
Third warning	Child out of class and/or brief restorative talk at end of lesson, where this is possible, inform child that text is going home	• Integris • Text home	• Parent email text proforma • Class teacher to inform CGA of need for text
Persistent disruption 'On call': ELT "sit in, take over, take away"	If taken away, complete work in gym (or appropriate space) with on call member of staff. 20-minute reflection with JN at the next lunchtime	• Integris • On Call	• Teacher phones/emails parents and informs JN of need for lunchtime reflection
There may be occasions when a 20-minute reflection meeting at lunchtime is the most appropriate way to address a pupil's behaviour. This should be agreed with the HoY or a senior member of staff	20-minute lunchtime reflection (complete restorative reflection booklet)	• Integris • 20-minute reflection at lunch	• HoY to be contacted • Class teacher phone/email parents and informs JN of need for lunchtime reflection • Issuing staff member has restorative meeting with pupil and signs off booklet (as soon as practicable)
Persistent failure to meet expectations	After school reflection with senior member of staff	• Integris • 45- minute after school reflection	• HoY to contact parents
Serious incident or series of incidents	In school exclusion	• Integris • In school exclusion	• Senior staff to contact parents