

# **KIRKHAM GRAMMAR JUNIOR, INFANT AND PRE-SCHOOL**

## **POLICY DOCUMENT**

### **BEHAVIOUR, REWARDS AND SANCTIONS**

**This policy applies to Kirkham Grammar Junior, Infant and Pre School (KGJS) only.**

<b>Policy number: 7</b>	<b>Originating date: February 1998</b>	<b>Date last reviewed: July 2023 (updated January 2024)</b>	<b>Next review: July 2025</b>
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Kirkham Grammar Junior, Infant and Pre-School is dedicated to ensuring that the school environment supports learning and the well-being of pupils and staff through a strong sense of community cohesion. Cooperation, support and respect are the foundations of this community and all work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

The school believes that the encouragement of positive behaviour patterns promotes good relationships throughout, built on trust, mutual respect and understanding. Through the use of this policy, pupils are supported in developing a high level of social awareness, thus ensuring that they leave school with the key skills required to continue to progress to the best of their ability in all areas of life.

### **AIMS**

- To uphold the values of Kirkham Grammar School in all aspects of school life.
- To ensure an environment where all pupils can learn effectively.
- To provide an atmosphere where self-discipline is encouraged.
- To promote the highest standards of behaviour by all pupils.
- To promote good manners.
- To generate an atmosphere of mutual respect between pupils and staff.
- To encourage a consistent approach to any praise and sanctions used, and develop, within each pupil, knowledge of what is appropriate behaviour within the community, whilst recognising that some pupils require a more personalised approach.
- To ensure low level yet persistent untoward behaviour is managed consistently.
- To encourage a positive relationship with parents/carers and to develop a shared approach involving them in the implementation of school policy.
- To encourage the health, safety and well-being of all pupils and staff.
- To encourage older pupils to set a good example to younger children.
- To take all reasonable measures to ensure the safety and well-being of all pupils and staff, which includes protection from bullying.

## **LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE**

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- 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 and Schedule 1 of the Education (Independent School Standards) Regulations 2014.

## **LINKS WITH OTHER POLICIES**

This policy is linked to the following policies:

Exclusions Policy

Safeguarding Policy

Mobile Phone and Smart Watches Policy

Anti-bullying Policy

Whistleblowing Policy

Uniform Policy

E-Safety Policy

Staff Handbook

## **KEY 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 and behaviour expectations
- Any form of bullying
- Selling goods to peers unless as part of an organised charity activity
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Vandalism

- Theft
- Fighting
- Smoking/vaping
- 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, e-cigs, and associated paraphernalia
  - 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)

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (eg on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of staff nominated by the Head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **CONFISCATION, SEARCHES, SCREENING**

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

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Head.

The law states that the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that an authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness only:

- if the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – eg I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a member of the Pastoral team to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (eg a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including: desks, lockers and bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk. All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **STANDARDS AND EXPECTATIONS**

The School Community have a duty to follow the school expectations and demonstrate the school values. Please see the School Code of Conduct for details.

## **ROLES AND RESPONSIBILITIES**

**The pupils** will work towards the School Aims and Values by:

- upholding the school values of: Be Kind, Be Curious, Be Determined.
- working hard and showing respect for the rights and values of each individual within the School.
- attending school regularly and arrive for lessons on time.
- having respect for the fabric of the school and looking after its contents.
- Adhering to the school expectations.
- Striving to reach their full potential in all aspects of School life.
- adhering to the Code of Conduct.

The school recognises the importance of peer support, guidance and the positive influence peers can have as a role model. In order to promote this, the school has several 'positions of responsibility' and groups that work to promote the school aims, values and culture of mutual respect. These include:

- School Council
- Kindness Council
- Head boys & Head Girls
- Senior Prefects
- Heads and Deputy Heads of House
- Librarians
- Il buddies.

**The teaching staff** will work towards the School Aims and Values by:

- Creating a positive learning environment which will allow each pupil to reach their fullest potential.
- Reflecting a positive role model for the pupils to copy.
- Ensuring that each pupil learns without hindrance from any other member of the class.
- Recognising that each pupil's learning needs will be different.
- Encouraging the pupils to be responsible for their own actions and behaviour.
- Using assemblies and PSHE to promote high standards and moral values.
- Promoting self-awareness amongst pupils so as they are able to control and self-regulate their behaviour.

**All Staff**, including volunteers and anyone else coming into the school, must act responsibly and professionally, and never denigrate pupils nor colleagues. Pupil Behaviour is to be managed consistently across the school so that rewards and sanctions are clear to all and applied

fairly, proportionately and without discrimination, taking into account SEND needs and disabilities, as well as the additional challenges that some vulnerable pupils may face. Staff will be responsible for ensuring that the policy and procedures are followed and consistently applied. They will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that concerns of pupils are listened to and addressed. The school recognises that where individual pupils engage in continual disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, the necessary actions / steps will be taken to ensure that the appropriate support is provided with the resources available.

**The Senior Leadership Team** will work towards the School Aims and Values by:

- Monitoring and reviewing behaviour throughout the School and revising the policy whenever necessary.
- Endeavouring to create a positive environment for learning and personal development.
- To develop a culture where unacceptable behaviour is not tolerated.
- Acknowledging the importance of positive motivation in all aspects of school life and that this is reflected in the Teaching and Learning policy.
- Ensuring that all members of the teaching staff are aware of the disciplinary procedure to be followed so that consistency is maintained.
- Class Charts is used across Key Stage 1 and Key Stage 2 to record and monitor rewards and sanctions for all aspects of school life.
- Cpmis is used to record instances of serious poor behaviour or ongoing causes for concern with regards to behaviour.
- Recording all serious breaches of behaviour and reporting same to relevant parties.
- Ensuring that all pupils attend school whenever possible and that unexplained absences are investigated.
- Ensuring that the school building and grounds are in a good state of repair and that the environment reflects a positive image.

**The Pre-School Manager** is the named person for Behaviour Management within the Pre-School. The Pre School manager is supported by the *Deputy Head (Pastoral)*.

**The Headmistress** will be responsible for the day-to-day implementation of the policy and procedures. She will work closely with the Deputy Head (Pastoral) in support Class teachers and auxiliary staff in their responsibilities in carrying out the day-to-day implementation of the schools. Behaviour, rewards and sanctions policy and procedures.

**The Governing Body** will establish and keep under review the policy for the promotion of good behaviour and culture of mutual respect.

**The Parents / carers**, encouraged by the **Leadership** and **Teaching staff**, can contribute towards the Aims and Values by:

- Supporting the staff in maintaining the school behaviour, rewards and sanctions policy.
- Accepting a realistic assessment of their child's ability and offering encouragement and praise whenever possible.

- Attending Parents' Evenings and meetings etc to discuss their child's progress, attainment and behaviour.
- Ensuring that their children attend School during official term time and informing the School whenever absences occur.
- Supporting their children in ensuring all homework is conducted in an atmosphere which is conducive to learning and is handed back on time.
- Accepting responsibility for their child's behaviour at all times whilst they are in School.
- Supporting their children in all co-curricular activities, concerts and fundraising activities.

## **DISCIPLINE PROCEDURE**

- The school policy and procedures reflects that we promote positive behaviour though recognises the need for sanctions for misdemeanours.
- A Code of Conduct (see Appendix 1) is accessible to all.
- Class Charts is used to records and monitor instances of poor behaviour. See Appendix for details of the House points (rewards) and negatives (sanctions) that can be given (See Appendix 3).
- Isolated incidents of poor behaviour and sub-standard work should be dealt with by the Class Teacher/Key Worker and should take the form of a verbal reprimand.
- In the Pre-School, the Pre-School Manager will be kept informed of any persistent problems.
- In the Junior and Infant School, a short detention or, in the case of poor work, a repeat of the set task may be given. Persistent offenders should be referred initially to the Deputy Head who, in turn, calls in the pupil's parents/carers should it be deemed necessary. All incidents should be recorded on a report form designed for the purpose. If the teacher/Deputy Head feels it necessary, pupils will be placed on a weekly report where their behaviour/work will be closely monitored. This will only be undertaken following discussion with the Headmistress. If all attempts to resolve a problem fail, it may, as a last resort, become necessary to suspend/expel the pupil from school. For further information, please refer to the Exclusion Policy. This decision will only be taken by the Headmistress.

## **INTERVENTION BY OTHER AGENCIES**

The School recognises that poor behaviour can have many causes, and aims to investigate the root causes of such behaviour. Where appropriate assistance from the Head of Learning Support and appropriate outside agencies will be requested as a means of addressing these issues. At no time however will disruptive behaviour be allowed to affect the education of others.

## **APPRECIATION, REWARDS & DISTINCTIONS**

The school believes that children respond better to encouragement than to criticism. Wherever possible, the positive aspects of any pupil should be emphasized and any criticism should be constructive and designed to enhance the pupil's feeling of self-worth and not to dispirit.



Achievement is recognised and applauded in school assemblies, by the award of house points, taken from Class Charts, Star of the Week (one per class) and Headmistress Awards. Certificates are also handed out regularly for a variety of different achievements mentioned via the Schools Social Media Accounts, Website and occasionally in the Press. End of Year Review, is also a platform to recognise achievements within school.

All staff are responsible for utilising the school reward system as a way of encouraging good conduct throughout the school by celebrating and rewarding good behaviour.

## **SANCTIONS**

It is the school's policy to keep the use of sanctions to a minimum. It is usually sufficient to express disappointment when dealing with poor behaviour. In accordance with the law there is no corporal punishment allowed by the school.

### **Pre-School**

Within the Pre-School boundaries are set for behaviour in a way which help the pupil to develop a sense of the significance of their own behaviour. Sanctions applied in the case of unacceptable behaviour must take account of the age and stage of development of the pupil, be relevant to the action or actions and must be fair.

Pre-School staff will ensure that the parents/carers are fully informed about any behavioural issues and support the actions being taken to modify the pupil's unacceptable behaviour. Incidents concerning difficult behaviour will be logged in the Incident Book, which is kept locked in a cupboard for reasons of confidentiality.

### **Junior and Infant School**

Class Teachers deal with misbehaviour in the first instance. If misbehaviour is on the playground or in the Dining Hall, the member of staff on duty will take action. Serious instances of misbehaviour should be referred to the Deputy Head, Pastoral, who will take action as required and advise the Headmistress accordingly. In I1, Dojos are used to record instances of positive and are given as rewards. Class Charts is used to record instance of poor behaviour in all areas of school for I1 to J4 pupils. Persistent poor behaviour, or serious instances of poor behaviour will be recorded on Cpoms by the member of staff that has dealt with the incident.

Where there is serious concern, the parents/carers will be informed and involved in the correction process so that the pupil is aware that school and home are working closely together in his or her best interests. Referral to parents/carers is, in itself, considered a significant sanction and may be an effective deterrent.

The sanctions applied include the withdrawal of free time, separation from peers for a prescribed period and the withdrawal of privileges. In some circumstances a Behaviour Log will be used to the pupil and parents/carers notified.

In more extreme instances a pupil may be excluded from tuition or where the requirements of the school or its rules have been seriously contravened, the Headmistress, in consultation with the Headmaster, has the power to suspend a pupil or to recommend to the Chairman of Governors that a pupil be expelled.

The procedure for expulsion and any subsequent appeal is set out in a separate policy document.

The school will seek to ensure that all rewards and sanctions are applied fairly, consistently and in accordance with the School's Equal Opportunities Policy.

*Kirkham Grammar School*

*Registered Charity No: 1123869 and Registered Company No: 6195985*

## **CODE OF CONDUCT**

Many of the rules below are common sense and others are reminders that we live in a community and that we all have responsibilities to others. Many of the important issues are not included, such as the expectation of honourable conduct because it is assumed that this can be anticipated. The school expects all pupils to be, in manner and speech, honest, courteous, truthful and considerate of others and to preserve the good name of the school.

The Headmistress may make an amendment to a rule by communication to pupils through assemblies.

### **BREAK TIMES AND LUNCH TIMES**

Toilets or cloakroom areas may not be used for gathering.

Pupils should ensure that litter is placed in bins provided.

Full dress code must be observed at the end of lunch/break when re-entering classrooms. The only exceptions to this are when permission is given by the Headmistress.

### **PERSONAL PROPERTY**

The school accepts no responsibility to loss or damage to personal property left unattended.

At all times respect must be shown for other people's property.

Pupils must never interfere with or remove another pupil's property – it is likely to be interpreted as theft.

All buying/selling in school is forbidden as is gambling or swapping without the foreknowledge of a teacher and of the parents of both pupils.

Mobile telephones must not be brought into school, unless the pupil is travelling to and from school by bus. Permission must be sought in advance from the Deputy Head or Headmistress should a parent need to seek an exception to this rule. Mobile telephones must be switched off at all times during the school day.

### **SCHOOL PROPERTY**

Pupils are expected to be careful and responsible in use of all school property, furniture and materials. In case of accidental damage, pupils would report damage to the Class Teacher.

### **BOUNDS**

All pupils must remain either in the building or on the School playground at all times, unless supervised by an adult.

### **GENERAL**

Pupils must follow the uniform guidelines at all times.

Chewing gum is not allowed at any time

Within school corridors pupils should keep left to avoid congestion, and always walk quietly and carefully around school.

All ball games must be played in a manner which does not affect people nor endanger school property and with the permission of the member of staff on duty.

Pupils should be encouraged to be responsible for the care of equipment.

All pupils should be gentle, kind, polite, considerate and helpful.

**CLASSROOM EXPECTATIONS**



This Code of Conduct for classrooms should be applied by all staff and followed by all pupils.

Inevitably there may be some differentiation based upon the age of pupils but good practice should be maintained at all times.

**DURING LESSONS**

- Eating and chewing are not permitted.
- If a visitor from outside school enters the classroom all pupils should stand from I3 to J4.
- Pupils should work purposefully and at no time disrupt the work of other pupils by their behaviour.

## Sanctions Procedure

Instance	Yellow / Red Card 	Class Charts 
'First Offence'	Verbal/non-verbal warning	X
'Second Offence'	Yellow Warning – 1 strike on laminated sheet.	Negative given that reflects the reason for it being given
'Third Offence'	(2 <sup>nd</sup> Yellow Warning) = Red Warning – 1 strike on laminated sheet	Negative given that reflects the reason for it being given  Infant / Junior Break Time Reflection

*NB. These reset each lesson.*

### Action / Escalation:

- Red Warning - age-related time missed off next break.
  - I2 and I3: 5 minutes
  - J1-J4 10 minutes

Class Teacher communicates to parents at the **end** of the school day – sensitively/professionally

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- Three Red Cards recorded in a day
    - Lunch Reflection Time given - with member of SLT
    - 30 minutes.

Class Teacher communicates to parents at the **end** of the school day – sensitively/professionally. Meeting arranged with Class Teacher and Deputy Head, Pastoral.

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- Two Lunch Reflections times in a week or persistent issues with behaviour will result in:
    - Headmistress Detention
    - 50 minute over lunch time

Deputy Head communicates to parents at the **end** of the school day – sensitively/professionally. Meeting arranged Deputy Head, Pastoral & Headmistress.

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- Three detentions in week
  - Report card/internal suspension

Deputy Head communicates to parents at the **end** of the school day – sensitively/professionally. Meeting arranged Deputy Head, Pastoral & Headmistress.

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For more serious instances of poor / unacceptable behaviour, lunch time reflections / Headmistresses Detentions may be given without the above escalation procedures. This will be discussed with a member of SLT prior to it being issues.





## Class Charts – Reward & Sanction Tabs

Positive
Negative

### Current behaviours

(click on behaviour to edit or remove it)

Positive Contribution to

School Values

SLT Awards

Follows Instructions

Stretch & Challenge

Presentation

Leadership

Respect

Pride in Appearance

Being Ready

Speaking & Listening

Good work

Outstanding Effort

Good progress

Reading

On task

Effort

Outstanding Work

Good Homework

Outstanding Homework

Good Manners

Teamwork

Music

Physical Education

MFL

Co-Curricular

School Event

Add behaviour
Add folder

### School Values

Be Kind

Be Curious

Be Determined

### SLT Awards

Headmistress Award

Deputy Head Award

Assistant Head Award

Positive
Negative

### Current behaviours

(click on behaviour to edit or remove it)

Not Following Instructions

Poor Appearance

Reflection Time

Poor Manners

Poor Standard of Work

Shouting out

Distracting

Hurting Other

Poor Language

Off task / Poor Effort

Not being Ready to Learn

Unkind / Not Necessary

Add behaviour
Add folder

### Reflection Time

Infant Break Reflection Time

Infant Lunch Reflection Time

Headmistress Detention

Junior Break Reflection Time

Junior Lunch Reflection Time