

## THE KING'S SCHOOL IN MACCLESFIELD



### BEHAVIOUR POLICY (FOUNDATION)

This policy should be read in conjunction with:

- [The School Rules \(I&J Division\)](#)
- [The School Rules \(Senior Divisions\)](#)
- [Exclusion Policy \(Foundation\)](#)
- Rewards Procedures (Guidance for staff in the Senior Division) - APPENDIX A
- Sanctions Procedures (Guidance for staff in the Senior Division) - APPENDIX B
- Rewards Procedures (Guidance for staff in the I&J Divisions) - APPENDIX C
- Sanctions Procedures (Guidance for staff in the I&J Divisions) - APPENDIX D

The School aims to foster a friendly, polite and caring community, in an atmosphere where all pupils can be challenged to aspire, work hard and achieve.

The School does not use or threaten corporal punishment under any circumstances.

The School expects all members of our community to observe and promote the highest standards of behaviour and to lead by example. Courtesy and respect for others are central to our philosophy, as is the maintenance of a well ordered and disciplined learning environment.

We expect pupils at King's to treat each other, teachers, support staff and visitors with respect. All staff are expected to promote self-discipline amongst pupils and to deal appropriately and expeditiously with unacceptable behaviour.

Measures to promote good behaviour include formal and informal rewards as well as public recognition of acts of selflessness and good conduct. Our expected standards of behaviour are clarified through the tutor programme and reinforced in school and divisional assemblies.

High standards of behaviour are set by providing pupils and staff with a clear framework of positive support and encouragement, by recognising and appreciating those who behave well and by using a fair and consistent system of sanctions. Behaviour that does not allow constructive teaching or learning is unacceptable and teachers will ensure this is not tolerated.

Misbehaviour at King's is rare, but the school recognises that mistakes can be made and, whenever possible, individuals should have the chance to learn from them.

The school will seek to ensure that all rewards and sanctions are applied fairly and in accordance with the school's policies. The school councils, prefects and individual pupils are invited to raise any concerns.

This behaviour policy is supported by the School Rules, which are readily available to pupils, staff and parents. Any breach of good manners or common sense is a breach of the School Rules and this includes any action that may impair the School's good name. School rules cannot cover all contingencies, but they apply in order to maintain a safe, well-ordered and civilised community.

Sanctions	Rewards
Verbal warning, advice, new deadlines, impositions	Individual congratulations or acknowledgement
Booking and/or private detention	Comments on pupil work
Red Card (I&J Division)	Green Card (I&J Division)
SCARF Time (I&J Division)	Robert Bachelor Award (I&J Division)
Divisional detention (Lunchtime)	Emails, postcards or letters home
School or Principal's detention	House points
Suspension (internal isolation from lessons)	Departmental commendations
Suspension (temporary exclusion from 1-3 days)	Student of the week
Permanent Exclusion	Principal's commendations
	Head of Foundation's Distinctions
	Presentations or congratulations in assemblies
	House cups/prizes
	Club/Activity, Divisional and School Colours
	School Prizes

### Post-COVID Behaviour Expectations

We understand that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with our pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We understand that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns. The school will be mindful and take due care and consideration when applying sanctions for poor behaviour. We acknowledge that the pupils have missed a significant period of the school education and we will work with our pupils and their families to minimise any further educational disruption. For example, where we might ordinarily sanction a behaviour with an external suspension, we might take the decision to internally suspend a pupil from their lessons where they can continue with their academic studies under the supervision of teaching staff.

*Author: Deputy Head (Operations)*

*Approved: SMT*

*Date: October 2024*

*Next Review Date: October 2025*

## APPENDIX A

### REWARDS PROCEDURES (GUIDANCE FOR STAFF IN SENIOR DIVISIONS)

#### PHILOSOPHY

Celebrating the success of our pupils is central to the ethos of King's. All teaching and support staff are alert to the need to commend pupils and to encourage their success by example and the use of appropriate rewards.

Pupils are rewarded in a number of different ways for the activities and behaviours that the school wishes to encourage and promote. The school aims to challenge all pupils to aspire, work hard and achieve not just in the classroom, but also in the many activities that contribute to the rounded education that the school seeks to provide. Good behaviour, willingness to help others and acts of good citizenship are all worthy of acknowledgement and commendation. By modelling and commending positive and successful behaviour, the school believes that the pupils reinforce the culture of appreciation and contribution that lies at the heart of a good school.

King's encourages each and every pupil to achieve all they can through their contribution to the many curricular and extra-curricular activities available at the school. Our expectation is that all pupils, regardless of ability, can improve and hence to do well. Acknowledging excellence and performance at the highest levels is also part of a rounded education and encourages pupils, however successful, to retain a sense of perspective and personal modesty.

#### RANGE OF REWARDS

The school recognises good behaviour, effort and success in the following ways:

- Individual congratulations or acknowledgement
- Marking of pupil work
- House Points
- Departmental commendations
- Student of the week
- Praise Postcards and emails
- Principal's commendations
- Head of Foundation's distinctions
- Presentations or congratulations in assemblies
- House cups
- Club/Activity, Half Colours and School Colours
- Head of Foundation's Service Award
- School Prizes

All colleagues are reminded of the positive impact of individual words of encouragement and praise for either an achievement or commendable piece of individual behaviour. These are most effective when they routinely happen as part of everyday life in school both inside and outside the classroom. Acts of courtesy and generosity should not be taken for granted, instead they should be acknowledged and praised.

#### REWARDS PROCEDURES

All rewards which carry house points are recorded in iSAMS. House points are awarded in both the Senior and Sixth Form Divisions.

## **DEPARTMENTAL REWARDS (ACHIEVEMENTS AND EFFORT IN ACADEMIC WORK)**

### **1. House points**

House points are awarded by all teachers for effort, e.g. for particularly pleasing contributions in class or for pieces of homework which have gone beyond expectations.

A hard-working pupil might expect to be able to gain two or three house points each half term in each subject area.

House points are recorded in iSAMS.

### **2. Departmental Commendations**

Departmental commendations may be awarded by Heads of Department for exceptional work or for exceptional contributions to the department, e.g. for a piece of research conducted independently, for supporting the department at Open Day.

A departmental commendation is equal to 5 house points

### **3. 'Student of the week' (All Senior Divisions)**

Departments may choose to name a 'student of the week' e.g. Chemist of the week, Linguist of the Week, Psychologist of the Week.

A 'Student of the week' award equates to 5 house points and is awarded by the Head of Department.

### **4. Head of Foundation Distinction**

Any member of staff can nominate a pupil for a Head of Foundation Distinction for an outstanding piece of original work or work that is clearly well in advance of expectations for the age and/or level of ability of the pupil.

The work and/or recommendation should be sent to the Head of Foundation Secretary. An appointment will then be made to see the pupil, normally as part of a small group. Nominees will be invited to sign the 'Distinctions Book' and they will be presented with a certificate to take home to their parents.

### **5. Recognition of exceptional effort in academic work at assessment points**

Exceptional effort in academic work is recognised at each assessment point. In the Sixth Form, students achieving all effort grades at \* or 1 receive a congratulatory postcard or commendations from the Head of Year, then from the Principal and Head of Foundation if effort is sustained over a number of assessments.

Senior Divisions pupils' grades are rewarded by Bronze, Silver, Gold, Principal's and Head's e-commendations according to the level of effort. These commendations are coupled with house points.

### **6. School Prizes**

School prizes are awarded at Prize-Giving which takes place in September. Prizes are awarded for outstanding academic performance either in individual subjects or across the curriculum (Form Prizes). Some prizes reward excellent effort and attitude or a significant contribution to the pastoral or extra-curricular life of the school. In some cases they acknowledge a particular competition which has taken place during the school year.

The prizes take the form of books which have been pre-ordered by the winners up to a pre-determined set amount.

## **DIVISIONAL REWARDS (SERVICE TO THE SCHOOL & EXTRA-CURRICULAR CONTRIBUTIONS)**

### **1. House points**

These may be awarded by all teachers for efforts in service to the school or for extra-curricular activities.

### **2. Principal's Commendations**

These are awarded for significant service to the school and for outstanding contributions to extra-curricular activities, e.g. for helping to organise and attend an open event out of school hours, or for running an extra-curricular activity for other pupils; Principal's commendations may be presented in assemblies or in the Principal's Office and are equivalent to 10 house points.

### **3. 'Student of the week'**

This may be awarded to a pupil judged by the Head of Year/Vice Principal or Head of Department to be deserving of this title within a particular year group or department. The pupil gains 5 house points.

### **4. Head of Foundation Commendations**

These are awarded for exceptional individual achievements, efforts within extra-curricular activities or for service to the School. Sustained levels of achievement or effort may result in the award of School or Half Colours. Commendations may be awarded for one-off events or results. Head of Foundation commendations may be presented in Whole School Assemblies and equate to 15 house points.

## **CELEBRATIONS OF REWARDS ACHIEVED BY PUPILS**

### **1. Half-termly Presentations**

At the end of each term, those pupils in the Senior and Sixth Form Divisions who have been awarded the greatest number of house points receive a certificate in assembly in recognition of their hard work.

### **2. House Events**

Points and prizes are awarded for success in house events. The House Cup is presented to the winning house at the end of the academic year.

## **SUMMARY OF HOUSE POINTS**

	<b>Reward</b>	<b>Number of house points</b>	<b>Awarded by</b>
Departmental rewards for academic work	House point	One	All teachers
	Departmental commendation	Five	HoDs

	Departmental Student of the week	Five	HoDs
	Head of Foundation's distinction	Fifteen	Head
Divisional rewards for service to the school and extra-curricular contributions	House point	One	All teachers
	Principal's commendation	Ten	Principals
	Student of the Week (Year group)	Five	HoY
	Head of Foundation's commendation	Fifteen	Head

### COLOURS (ACHIEVEMENT AND/OR SUSTAINED SERVICE IN EXTRA-CURRICULAR ACTIVITY)

Colours are awarded to recognise exceptional achievement as well as commitment over a sustained period. They may be awarded at any time during the academic year, but those pupils in Year 11 who would receive Silver Colours should do so before the end of the Autumn Term where possible. Colours may take the form of a badge (Half) or a tie (Full) and will usually be presented in a Divisional Assembly. A list of all colours awarded is kept on iSAMs.

#### Year 8 & 9

##### *Bronze Half Colours (Badge)*

These would usually be awarded for sustained contribution to an extra-curricular, sporting or academic activity.

Examples: Performing in a school production or musical ensemble.

Assisting with the delivery of a school club or activity over a sustained period.

##### *Bronze Full Colours (Badge and Tie)*

Awarded by the Principal to those pupils whose achievements and efforts exceed those of pupils who have gained Half Colours and/or who have made an exceptional contribution to the Division. This could include representation in activities at School, Club, County or National Level, but it is not expected that school team players achieve this award automatically at this level. The contribution should be maintained over a significant period or the achievement should be of particular significance.

It is expected that Bronze Colours would be awarded in Year 9, but significant achievement may result in these awards being given earlier if the accomplishment and commitment merit it.

#### Year 10 & 11

##### *Silver Half Colours (Badge)*

These would usually be awarded for sustained contribution to extra-curricular activity.

Examples: Performing in a school production or musical ensemble.

Assisting with the delivery of a school club or activity over a sustained period.

### *Silver Full Colours (Badge and Tie)*

Awarded by the Principal to those pupils whose achievements and efforts exceed those of pupils who have previously gained Half Colours and/or who have made an exceptional contribution to the Division. This could include representation in activities at School, Club, County or National Level. The contribution should be maintained over a significant period or the achievement should be of particular significance.

Examples:     Significant achievement and/or commitment within school sport, team or individual. E.g. sports teams throughout time in the Division.  
                  Taking a lead role in a school production or performance.  
                  Sporting achievement outside school level (club, county, etc.)

It is expected that Silver Colours would be awarded in Year 10 & 11, but significant achievement may result in these awards being given earlier if the accomplishment and commitment merit it. Gold Colours will not be awarded to pupils below Year 12.

### **Year 12 & 13**

#### *Gold Half Colours (Badge)*

These would usually be awarded for sustained contribution to an extra-curricular, sporting or academic activity.

#### *Gold Full Colours (Badge and Tie)*

Awarded by the Head of Foundation to those students who have made exceptional contributions to the wider life of the School during their school career or have achieved significant honours in sporting or academic areas; for example, at national level.

Pupils may receive Gold Colours if they have previously received Silver Colours for the same activity so long as they have continued to be committed to this activity and/or demonstrate achievement. Pupils new to the Sixth Form can receive Gold Colours without having to receive Silver Colours. It is not expected that Silver Colours will be awarded in the Sixth Form.

### **All Year Groups**

#### *Service to the Division and School*

Exceptional service to the School and exceptional acts of charity or achievement can be recognised either at Prize-giving or with a King's Award for Service badge presented by the Head of Foundation. This is the highest distinction awarded by the School.

Examples:     National/international level sporting representation  
                  Musical or theatrical performance/recognition of great significance  
                  Exceptional acts of charity/fundraising

Service to any of the School's Divisions can be recognised with the presentation of a Head of Foundation's Distinction or Principal's Commendation.

## APPENDIX B

### SANCTIONS PROCEDURES (GUIDANCE FOR STAFF IN SENIOR DIVISIONS)

#### HIERARCHY OF SANCTIONS

- Low level responses as appropriate: verbal warning, advice, new deadlines, impositions
- Booking and/or private detention (lunchtime)
- Divisional detention (lunchtime)
- School detention (afterschool)
- Principal's detention (Saturday)
- Suspension (temporary exclusion from 1 - 3 days)
- Permanent exclusion (Expulsion)

Whenever a teacher imposes a sanction that takes up a pupil's time, the sanction should be reported to the relevant Form Tutor. When a booking is issued, the teacher enters the booking onto iSAMS which automatically informs the pupil and their form tutor.

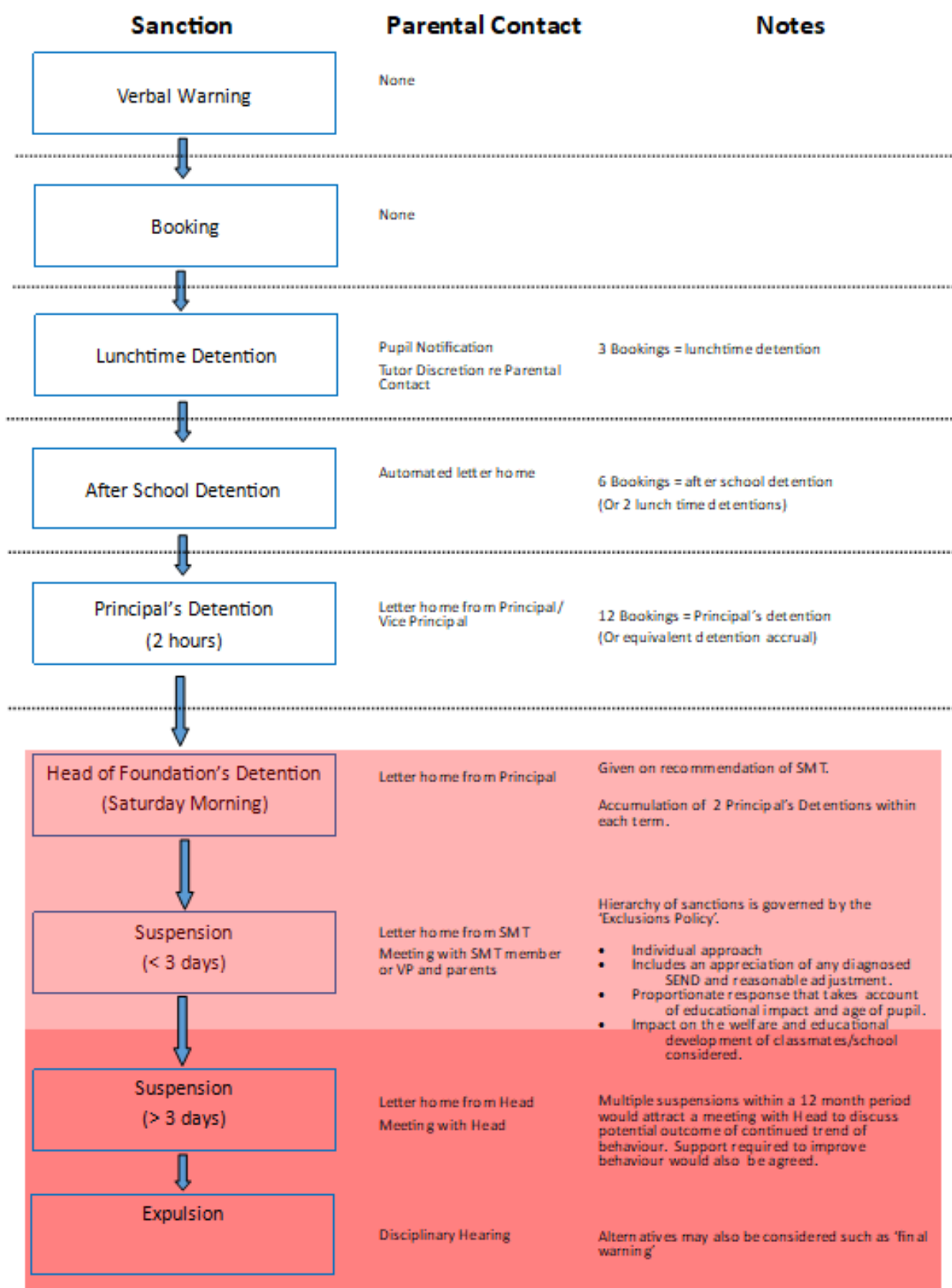
The School will write to parents of pupils who have been suspended or given Principal's detentions outlining the reason for the sanction and the possible consequences of recurrence. Following a suspension parents will normally be invited into school on readmission.

When very serious incidents occur or allegations are made, a pupil may be required to go home or stay away from the school. This exclusion is without prejudice to a disciplinary outcome and may be necessary to enable investigations to proceed.

School and Principal's detentions and suspensions will take precedence over other school activities.



## Sanction Flowchart—Senior and Sixth Form Divisions



## **BEHAVIOURS LEADING TO POSSIBLE SANCTIONS**

Whilst trying to ensure fairness, the school will always treat disciplinary cases in the context of the individual circumstances that may apply. A prior record of good conduct will be taken into account when assessing the level of sanction to be used.

School procedures will never be able to cover all eventualities and all circumstances, so a degree of flexibility will always be necessary. Nevertheless, the following is intended as a guide to the likely consequence of some types of misbehaviour.

### **1. Bookings**

Bookings will often follow a warning issued either individually or to a group of students. They may be used for relatively low-level misbehaviour, which might include issues with uniform, failure to submit homework or bring equipment, reckless, silly or inappropriate behaviour, eating in class, chewing gum, lateness etc.

A booking can be issued by any member of the teaching staff. When a booking is issued, the teacher enters the booking onto iSAMS which will automatically inform the pupils and their form tutor.

### **2. Lunchtime Detention**

Repeated misbehaviour that has resulted in a number of bookings may result in a detention. Lunchtime detentions take place at lunchtime and are authorised by Heads of Year. Detentions may be the result of an accumulation of academic or behavioural bookings.

### **3. School Detention (afterschool)**

More serious misbehaviour or repeated misbehaviour that has perhaps resulted in a number of bookings may result in a school detention. More serious misbehaviour might include discourtesy and/or lack of respect, deliberate rudeness, bad language or disobedience to direct instructions. Persistent low-level disruptive behaviour may also result in a school detention.

A school detention can be issued by a tutor after consultation with the Head of Year or by Head of Department, Vice Principal or Senior Staff. A school detention may initiate an academic or behaviour report.

### **4. Principal's Detention**

Very serious misbehaviour or repeated misbehaviour that has perhaps resulted in more than one school detention in a half term may result in a Principal's detention. Very serious misbehaviour might include bringing the school's name into disrepute, reckless physical behaviour, defiance, inappropriate conduct in school examinations or assessments, unauthorised absence from lessons or school activities, leaving the school site without permission, unauthorised use of motor vehicles or any combination of serious misbehaviour.

A Principal's detention can be issued by a Principal or Vice Principal. A Principal's detention may initiate a case conference and/or an academic or behaviour report.

### **5. Suspension**

Extremely serious misbehaviour or the continuation of inappropriate behaviour that has been addressed with a detention may result in suspension from school. Extremely serious misbehaviour might include physically aggressive behaviour and fighting, intimidation

and/or persistent personal abuse, bullying, the possession, supply or use of alcohol or tobacco, serious breaches of the school's ICT code, malpractice in a public examination, academic dishonesty, and unauthorised contact with the media.

Suspension will normally be for between one and three days depending upon the seriousness of the offence and the record of the student. A three-day suspension will be a final warning and advise parents that further misbehaviour will put in jeopardy a pupil's place in the school. Internal suspensions may be used in certain circumstances.

One day and two day suspensions will be authorised by the Principal, Vice Principal or Deputy Head. Three-day suspensions will be authorised by the Head of Foundation.

## **6. Permanent Exclusion (Expulsion)**

Pupils at King's are very rarely asked or required to leave the school. This penalty is used in circumstances where a pupil constitutes a potential danger to other pupils or has demonstrated through actions or inaction that they cannot behave in accordance with the school's standards and requirements. Serious acts of violence, the possession, supply or use of illegal substances, the possession or use of objects likely to cause harm or theft are all examples of behaviour that would put at risk a pupil's continuing membership of the school community.

Expulsion will be authorised by the Head of Foundation after a full investigation and discussion with the parents of the pupil concerned. (See Exclusion Policy)

## **DETENTIONS**

The work done by pupils in detentions may include the following:

- Academic work may be set if the teacher deems that this would be appropriate; it should not generally be homework.
- Written work demonstrating that a pupil has reflected on the disciplinary matter and has set targets for their future behaviour. This work may be kept on the pupil's file.
- A positive act to support the school community. This must be agreed beforehand with the Head of Year, or arranged by the Vice Principal in the case of Principal's detentions/internal suspensions; for example, production of resources, student-mentoring and litter picking. Pupils doing these activities will be supervised and must be accompanied or overseen.

## **ESCALATION PROCEDURES**

Sanctions are used to enable pupils to reflect upon and learn lessons from their misbehaviour to reduce the likelihood of it being repeated. Escalation procedures are designed to reinforce the standards expected by the school and to provide pupils with pastoral support.

Behaviour or academic reports will be used for repeat offenders or individuals who require extra support and/or guidance.

Case conferences are called involving a pupil's teachers and, when appropriate, parents when there is a broader concern about a pupil's work or behaviour. A case conference will normally be convened by the Head of Year. A brief written record and any action plan will be forwarded to the Principal.

## **ADVICE FOR TEACHING STAFF**

Teachers may detain pupils in the lunch break (a private detention) as a swift response to poor work, a missed deadline or for low-level disruptive behaviour. These impositions will not be recorded as a formal detention but may be accompanied by a booking. The tutor

should be informed whether or not a booking has been issued. Private detentions must not take precedence over legitimate school activities and the teacher must check to ensure that the pupil is not expected to be in two places at once.

It is the responsibility of teaching staff to deal with substandard or late academic work, either by providing additional opportunities for the work to be repeated (in or out of school), offering individual help or by placing the pupil in a lunchtime (private) detention. A School Detention on academic grounds will be used for repetition of a problem once other methods have been used. A tutor or Head of Department will issue the School Detention.

Detentions are not normally given to a group of students (e.g. whole/most of a class). In exceptional circumstances, they can be considered, but only following the advice of the Head of Department and/or Head of Year. All tutors must be informed.

It is not appropriate to send a pupil out of a lesson for more than a brief moment of reflection, sometimes required to cool a situation that has become heated. The teacher should speak to the individual concerned swiftly and either readmit them to the lesson or, in extremely serious cases, ask another pupil to fetch a more senior member of staff.

## APPENDIX C

### REWARDS PROCEDURES (GUIDANCE FOR STAFF IN INFANT & JUNIOR DIVISIONS)

#### REWARDS AND PUPIL RESPONSIBILITIES

##### **The House System**

Each pupil is assigned to one of four houses with the aim of enabling children of all ages to have a common link. Within the house system many tournaments are arranged for Junior children, encouraging healthy competition amongst peers. House points are generally awarded for academic achievement, effort and progress and Green Cards are awarded for meeting the SCARF behaviour expectations. House Point and Green Card trophies and certificates are awarded each week to the winning house in the Junior Department. Pupils from Year 2 to Year 6 earn individual House Points and can aim for a Merit certificate upon receiving 100 house points, which is presented in Friday's Celebration Assembly.

##### **Positions of Responsibility**

Within the Infant and Junior Division, positions of responsibility are awarded with the aim of encouraging pride in the school and reinforcing positive behaviour.

##### **Infant Department**

No formal positions of responsibility are awarded in the Early Years, but each Form Teacher hopes that using small positions of trust the children will learn to set an example to others, gain a sense of responsibility and an awareness of the needs of others. In addition to this, as pupils move into Year 1, one pupil from each class is selected to be part of the School Council, meeting fortnightly with the Vice Principal (Pastoral) to discuss key school issues. In Year 2, the children are chosen to become Monitors each week. Their tasks may include; table monitor, book monitor, door monitor and recycling monitor, amongst others. Year 2 children are also encouraged to become playtime 'Buddies' for the younger children. They are taught how to help children resolve simple friendship issues, help children find friends to play with and encourage children to find the adult on duty should there be larger issues to deal with. In addition to this, one pupil from each class is selected to be part of the **School Council**, meeting fortnightly with the Vice Principal (Pastoral) to discuss key school issues.

##### **Junior Department**

**School Captains** are selected each year from amongst the Year 6 pupils to act as representatives of the School at various functions. They are expected to set a proper example to other members of the school. They attend all School Council meetings, thus providing continuity. They collect house point totals and best class totals every Friday and present the trophies to the winning houses in our awards assembly. They also attend termly meetings of the Core Council, alongside school officers from the Senior Division.

Pupils from each house are appointed as House Captains. They are responsible for assisting the School Captains with duties. If their house wins the Green Card or house point trophy, they collect the trophy for their house during the awards assembly. They may, from time to time, meet with the member of staff in charge of Charity Events, along with the House Charity Monitors, to help plan, organise and run House-oriented charity events.

A number of Sports Captains are selected in sports such as football, netball, cross country, swimming, cricket, athletics and rounders. Responsibilities specific to that post are given to each captain by the member of staff in charge of that area.

Other positions of responsibility include:

- **Librarians** assist the members of staff in charge of running the libraries. They are responsible for maintaining the library and monitoring the return of books.
- **Charity Monitors** are appointed from each House who are responsible for organising events to raise money for charities (with the assistance of the member of staff with a responsibility for charities).
- **Eco Warriors** assist the member of staff in charge of leading sustainability to organise eco-friendly competitions, the collection of recycling and try to keep the school 'eco-friendly' by promoting awareness throughout the Infant and Junior Division.
- **Enquiry Ambassadors** meet with the Vice Principal (Academic and Operations) to review their work with year groups on areas of responsibility, inking to the Division's commitment to sustainability. Class representatives from each Infant and Junior year group make up the Ambassador group.
- Other positions of responsibility include **Playground Buddies, Lunch Monitors and Challenge Monitors**.
- **Playground Buddies** from Year 6 visit the play spaces of younger children at breaktimes and lunchtimes to initiate games and give ideas for creative play, especially to those pupils who may need extra pastoral support in forming relationships with their peers.
- **Challenge Monitors** provide fun, optional riddles / logic problems etc to solve each week for Junior pupils with winners and prizes announced in Celebration Assembly.
- **Wellbeing Ambassadors** are appointed from each Junior class to promote healthy relationships, friendships, kindness and cooperation.
- The **Catering Committee** meets every term under the direction of the member of staff in charge and provides a link between pupils and the Refectory Manager on all aspects of lunchtime service in the Refectory. One pupil from each class (Y2 to Y6) is appointed to be the Catering Committee Representative.

Each Junior Department form has a **Form Captain** who has the following responsibilities:

- To carry out key responsibilities that the Form Teacher sees fit;
- To collect any awards won by the class in Celebration Assembly (e.g. Best Class).

The Form Captains are changed every half-term, and all the above posts carry a badge of office.

### **School Council**

Each class (Y1 to Y6) appoints a School Council representative at the start of the year. The School Council allows representatives of each class to meet and share concerns with staff. Meetings take place every fortnight, organised and chaired by the Vice-Principal (Pastoral). The School Captains are also invited to attend. The meetings have a published agenda and are minuted. Feedback from the meetings is reported back to the pupils via Form Teachers.

### **OPPORTUNITIES FOR POSITIVE REINFORCEMENT**

Alongside the normal encouragement given by staff, both orally and by written comments on work, there are many other means of positive reinforcement employed within the school.

#### **Infants**

- Pupils with notably good work may be sent to another member of staff for positive encouragement; this work is shown to the children of that class and the child will receive a written comment and/or a sticker.

- Pupils take their work to the Heads of Year, the Vice-Principals or Principal for reinforcement and praise and they receive special stickers. Their work is read out to other children and appreciated by the staff and peers alike.
- Pupils with notably good work, excellent achievements or outstanding behaviour in any area of the curriculum may be named in Celebration Assembly. The pupils are presented with certificates and stickers and are mentioned in the weekly bulletin written by the Infant and Junior Division Principal. If the whole class is praised, pupils receive a class certificate.
- Sometimes Celebration Assemblies are replaced with ‘Great Work Assemblies’ where pupils may be recognised for good work or high levels of effort in any subject area. Form Teachers nominate various pupils to show their work and share what they have done.
- The Writer’s Award and Sports Award are given to deserving recipients each half term. These awards recognise the amount of effort a child puts into these subjects and the amount of personal progress they have made. These pupils are also named in the Principal’s Bulletin.
- Each half term as part of our Celebration Assembly, one pupil is chosen from the Infants to receive the Princess Diana Award and they receive a special mention in the Principal’s end of week Bulletin. (The Infant Department opened shortly after the tragic death of Princess Diana and this was felt to be an appropriate way to remember the qualities that Diana possessed.)
- In Year 2, House Points are awarded for good work and achievements. Pupils collect their own House Points on individual cards and when the card has been filled (100 House Points) the child receives a Merit Certificate in the Infant Celebration Assembly.
- The SCARF approach is used throughout the Infant Department and we aim to embed the principals and language through positive reinforcement of a daily basis. All classrooms have clear SCARF displays and reward systems that are referenced in lessons. In addition to this, pupils are encouraged to look out for positive SCARF moments throughout the school day and they are able to nominate each other for a special mention in our weekly Celebration Assembly.

## Juniors

- **House Points** are awarded for good work, effort and achievement, etc. Pupils record House Points in their planner and when the House Point page has been filled (100 House Points) the child receives a **Merit certificate** in Assembly.
- Pupils also record their House Points on the form’s House Point Chart, the totals of which are collected weekly. The house with the most House Points each week is awarded the **House Point Trophy**. The house with the most House Points over the year is awarded the **House Shield** at the end of year.
- **Green Cards** are awarded for meeting our SCARF behaviour expectations or setting an outstanding example of behavior or attitudes. Green cards are registered on the school’s iSAMS system and also in the classrooms so that they can be monitored by the Form Teachers. Details of Green Cards are also recorded in the child’s homework planner. Once a child receives three Green Cards, they are publicly congratulated by the Principal who awards them with a certificate during Celebration Assembly and their name is published in the weekly Bulletin. Green Cards are counted each week, and the Green Card Trophy is awarded to the house with the most green cards.
- The Robert Batchelor Award is awarded publicly on a weekly basis to pupils who have shown particularly positive qualities. (Robert was a former Deputy Head Boy of the Junior School who died tragically at the age of 12 at school. His qualities of leadership, commitment, reliability, unselfishness and all-round application are remembered in this award). One pupil is then chosen to receive the Robert Batchelor Trophy awarded by the Principal. Award winners’ names are mentioned in the Principal’s end of week Bulletin.

- School Captains, assisted by duty teachers for the Upper and Lower Junior playgrounds, award a Best Class point each morning and afternoon break to reward the first class to line up quickly and smartly, showing themselves ready to walk into school. The points are totaled at the end of the week and Best Class trophies are awarded to the classes achieving the most points.
- The SCARF approach is used throughout the Junior Department, and we aim to embed the principles and language through positive reinforcement daily. All classrooms display SCARF values and pupils are praised and rewarded for positive SCARF moments throughout the school day.

### **OTHER OPPORTUNITIES FOR IMPROVING SELF-CONFIDENCE**

Success in academic work, sport, music, drama or any other recognised pursuit is important in the social development of pupils. The school is committed to providing a wide variety of extracurricular activities to give each child the best possible chance of finding an area in which he/she may excel.

In the Infant Department, pupils participate in the following musical activities during the course of the year, allowing talents to be recognised:

- Christmas and Summer concerts performed to the Juniors and to parents.
- Pupils have opportunities to play their instruments in assemblies and in class Music lessons.
- A weekly Celebration Assembly takes place where the successes of the pupils are celebrated. These also include awards gained outside the school day.
- Presentations by year groups and musical ensembles are performed at recital and celebrations of religious festivals.

In the Junior Department, assemblies each week offer the following opportunities:

- Celebration/Great Work Assembly - Robert Batchelor Awards and the result of the weekly House Point and Green Card competitions are also celebrated.
- Class Assembly - throughout the year, each class performs an assembly to the Junior Department on a rota basis, allowing opportunities for public speaking and performance as highlights of learning are shared.
- Upper Junior/Lower Junior Assemblies - pupils are encouraged to share successes gained in or out of school by the presentation of awards such as sporting, musical or drama achievements as well as Scout/Guide badges, etc.
- Performance opportunities - during the year, pupils can perform short musical pieces during assemblies.

In addition, pupils participate in the following musical activities during the course of the year, allowing talents to be recognised:

- Services at Harvest time, Christmas, Easter and the end of the year
- Musical concerts
- Musical recitals
- Year 6 Musical and Year 4 show
- Local Music Festivals or Community Concerts
- Junior Department House Talent Show

A commitment to competitive sport gives many opportunities for pupils to find enjoyment and success, often at a high level. The provision of 'A' and 'B' teams, (and wherever possible 'C' and 'D' teams), in many sports ensures that as many pupils as possible are involved in matches on a regular basis. Sports involving competitive matches are:

- football



- netball
- swimming
- cross-country
- hockey
- rugby
- cricket
- rounders
- athletics
- trampolining
- cheer leading

Teams also represent the school at chess.

## **BEHAVIOUR**

The Infant and Junior Division uses the SCARF system of values to promote a happy and positive community. The Division uses a layered approach according to the age of the child (see appendix).

The acronym SCARF stands for -

**S - Safe**

**C - Caring**

**A - Achieve**

**R - Respect / Resilience**

**F - Friendship**

SCARF connects our pupils, parents, staff and the wider community. We believe that these values both protect our pupils and teach them the skills and attitudes they need for life as active citizens in local and global communities. We aim for the pupils to live the values every day and wear their King's SCARF with pride. For example:

- Pupils show respect, care and friendship towards peers, teachers and all members of the support staff.
- Pupils always behave in a way that ensures that they and others stay safe.
- Pupils treat items of school property with care and respect and also the property of others.
- In lessons, pupils show respect to their peers and the teacher, which ensures that all children can achieve.
- Pupils do their best in every lesson, demonstrating resilience, and thus achieving to the best of their ability.

A SCARF PSHE lesson is delivered at the start of the year to explain or reinforce the values and assemblies regularly explore SCARF values. Staff praise pupils for good manners, attitude and behaviour and where possible, relate these to the SCARF values. SCARF display boards around the school are also used to commend pupils publicly for SCARF moments. These can be teacher and peer nominated.

A weekly focus during form time and assemblies equips pupils with essential preventative strategies, skills, and tools to flourish in today's world, fostering positive mental health, resilience, and emotional strength. Our Early Years and Year 1 pupils also benefit from ThinkEqual's guidance and planning - a global charitable initiative that enhances social and emotional learning. This helps our youngest learners grasp and value concepts of diversity, inclusion, and equality.

The Division further reinforces these principles through its dedication to the No Outsiders Programme, integrated into the assembly curriculum. In 2024, the Division joined the

Rights Respecting School Organisation, weaving social and emotional education throughout our PSHE lessons and assembly programs.

## APPENDIX D

### SANCTIONS PROCEDURES (GUIDANCE FOR STAFF IN INFANT & JUNIOR DIVISIONS)

#### **Infants**

We understand that pupils in the Infant Department have a developing understanding of how to behave in a socially acceptable way, with regard for other people and their feelings and belongings. This understanding usually comes with maturity and takes time to develop. Therefore, wherever possible, we look for ways to reinforce good behaviour throughout the day with praise, encouragement and rewards. All adults within the setting, including Wraparound Care staff, office staff and support staff etc. contribute to our pastoral systems and they are encouraged to intervene if unwanted behaviours are seen. Any such incidents are always reported directly to the Form Teacher.

The Infant Department uses, 'Kingsley Bear' to help reinforce the SCARF values and each form develops a set of class rules that runs alongside the SCARF values. The SCARF Values are printed in shared areas so that pupils can be reminded of them on a regular basis. Individual Reading Diaries contain a copy of the SCARF Values and a Behaviour Agreement which is signed by parents at the start of each academic year so that we can aim to work in partnership.

Pupils are regularly recognised and rewarded for meeting our behaviour expectations but in cases where unwanted behaviours escalate, staff implement the Behaviour Management Procedure. In the event that a pupil is still not able to conform to our behaviour expectations and cannot respond to the strategies put into place by the Form Teacher and Head of Year, the Vice-Principal (Pastoral) will hold further meetings with parents and the Principal will be informed in order to discuss next steps.

#### **Juniors**

If a pupil behaves in a way that shows that s/he has forgotten SCARF values, the teacher reminds her/him of the value. If the child forgets the same or another SCARF value in the same lesson, the teacher asks her/him to remain inside at the next available break time. During this time, the child is asked to consider which of the values they forgot during the lesson, how their behaviour might have affected others around them and what would have been a better way to act.

Teachers keep track of these behaviours using the SCARF Sanctions record by allocating an S1, S2 or S3 and recording communications with parents. If a child is receiving several SCARF times in quick succession, it is obvious that the system does not work for them. We therefore involve their parents by inviting them into school and, along with the child, discuss why the child might be finding the school values difficult to uphold.

If a pupil persistently offends in a lesson or situation, they will receive a RED card as well as SCARF time.

In very serious cases of misbehaviour, the Principal of the Infant and Junior Division, along with the Head of Foundation, may enforce suspension from lessons or even suspension from school. In the most extreme cases, a pupil may be expelled. For further information, please see the Foundation Exclusion Policy.

A copy of the School Rules for Junior Pupils is included in the pupil planner for parents to discuss with their child. The Junior Home School Agreement is also included in the Pupil Planner and pupils, parents and form teachers are expected to read it and sign the relevant section at the start of the academic year.

### **AFTER SCHOOL CLUB**

King's After School Club embraces SCARF values to ensure continuity of the Division's expectations for behaviour. In addition, After School Club staff reward the pupils for positive behaviour (kind deeds, helpful behaviour, good manners etc.) by awarding stars and raffle tickets, resulting in prizes awarded at the end of each week.

At the beginning of each school year, pupils attending After School Club help to create a set of rules which are displayed at all times and which are related to SCARF.

In the Junior age group facility, if a pupil behaves in a way that shows that s/he has forgotten SCARF values, the staff member reminds her/him of the value. If the child forgets the same or another SCARF value in the same session, s/he is asked to sit and talk to a staff member for 5 minutes about how they might improve their behaviour. All behaviour concerns are reported to the Form Teacher. If a pupil receives several SCARF times in quick succession, the pupil's Head of Year will be informed and parents will also be informed at home time.

### **BULLYING AND E-SAFETY**

The Junior Division follows the 'No Blame' Approach to bullying as outlined in the Infant and Junior Division Anti-Bullying policy. All incidents of possible bullying, including Cyberbullying, are treated seriously and sensitively. Procedures are outlined in the Anti-Bullying and E-Safety policies.

## Infant Behaviour Management Procedure Early Years and Key Stage 1

We aim to embed SCARF language and values on a daily basis and constantly strive to promote good behaviour through positive reinforcement. However, should a pupil have difficulty in meeting our behaviour expectations, the following procedure will be followed in a way that is appropriate to the maturity of the child and the misdemeanour.

### SCARF



**The Form Teacher is informed at every stage in order to monitor patterns in behaviour.**

#### 1. Reminder

Nearest staff member gently reminds pupil of SCARF values requiring improvement



#### 2. Second Reminder and SCARF TIME

SCARF TIME: the pupil is withdrawn from the activity/group for a short time and the SCARF values are discussed again to promote understanding



#### 3. Multiple SCARF TIMES

Form Teacher to contact **parents** by telephone or in person to discuss how best to support the pupil moving forward. Head of Year to be updated.



#### 4. Repeated Unwanted Behaviour

The pupil is given time with the Head of Year to help them better understand the SCARF values and a sanction is issued as appropriate to the age of the child. The Head of Year meets with parents to discuss intervention and support and strategies are recorded.



In the event that a pupil is still not able to conform to our behaviour expectations and cannot respond to the strategies put into place by the Form Teacher and Head of Year, the Vice-Principal (Pastoral) will hold a further meeting with parents and the Principal will be informed in order to discuss next steps.

Junior Behaviour Management Procedure  
Year 3 up to Year 6

SCARF



1. Reminder

(Staff member reminds of SCARF values requiring improved behaviour.)



2. Second Reminder and SCARF TIME

SCARF TIME sanction is issued - time missed from a.m./p.m. playtime. Staff to record pupil sanction on SCARF Sanctions document on SharePoint; where SCARF-time is given by a member of staff other than the Form Teacher, this document is to be shared as soon as possible with them. This will be recorded as S1, S2, S3 and from S2 onwards, there will be a note recorded in pupil's planner in order to notify parents.



3. x3 SCARF TIMES

Form Teacher to contact **parents** by telephone or in person and the Head of Year should be updated. Parents may be asked to meet with staff to discuss how best to support the pupil moving forwards.



4. Repeated Behaviour

Head of Year's detention: miss a.m. and p.m. breaks, chairs outside the Vice-Principal's office. Head of Year to contact **parents** to discuss intervention and support; Principal to be updated.

A Principal's Detention or will be issued if deemed appropriate for any pupil who repeatedly breaks SCARF values. The pupil may be supported moving forward by being put on **Report**. This is led by the Form Teacher and supported by the Head of Year and Principal.

PARENTS → MEETING → PRINCIPAL'S DETENTION → REPORT

**Junior Behaviour Management Procedure  
Year 3 to Year 6**

**RED CARDS**



Red cards can be issued by any member of staff for unacceptable behaviour. A red card results in a sanction, typically a Head of Year's, Vice-Principal's or Principal's detention and it is treated very seriously. A red card will be issued for any of the following behaviours:

- Unacceptable language
- Physical aggression towards others or property
- Persistent disruption in lessons (after SCARF warnings)
- Intentionally negative behaviour towards another/others
- Anti-social activity - graffiti, damage

As with SCARF time sanctions, Form Teachers will record on ISAMS when a pupil receives a red card.

**Procedure:**

**RED CARD ISSUED:**

recorded on iSAMS; reason explained in  
email / note in planner / phone call to parents



**Sanction:**

Breaktime and/or lunchtime withdrawn (timescale dependent)  
Detention given (a.m. / p.m. break times missed)  
Parents informed by teacher issuing the red card in consultation with Form Teacher  
(telephone call/ conversation at pick-up)



**REPEATED RED CARDS ISSUED**

**Sanction:**

Principal's involvement: Principal's Detention to take place during or after the school day  
or on a Saturday morning.

Parents contacted by the Principal or Vice-Principals  
A Support/Behaviour Report *may* be issued according to the individual pupil and  
circumstances.