

Kings Ash Academy Behaviour Policy Promoting Positive Behaviour in School

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Aims of the guidance

To create a whole school culture which is modelled by all adults of:

- consistency
- positivity
- respect

Leading to an environment that is conducive to effective learning for all pupils.

Legislation and statutory requirements

This guidance is based on advice from the Department of Education(DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Thinking Schools Academy Trust 7 Principles of Behaviour and Culture](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on

- The [special educational needs and disability \(SEND\) code of practice](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

It should be read in conjunction with the following school policies:

- Anti-bullying Policy
- Use of Reasonable Force
- Child Protection and Safeguarding Policy
- Nurture Provision Policy
- Exclusion Policy

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

TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



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
- Difficult to defend against

Roles and Responsibilities

Academy Governing Body (AGB)

The AGB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher and Senior Leadership Team including the DSL

The Headteacher and Senior Leadership Team are responsible for reviewing and approving this behaviour guidance.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this guidance to ensure recognition and sanctions are applied consistently.

Staff

Staff are responsible for:

- Managing behaviour effectively to ensure a good and safe learning environment in line with standard 7 of the Teaching Standards
- Implementing the behaviour guidance consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Supporting each other when dealing with challenging behaviour

Senior leaders, pastoral staff and Team Teach trained staff will work alongside staff to support the management of challenging behaviour.

Parents

Parents are expected to:

- Demonstrate positivity and respect
- 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 the class teacher promptly
- Support the school to implement the behaviour guidance including where sanctions or individual behaviour support plans are in place

Pupil Code of Conduct

At Kings Ash Academy pupils are expected to conduct themselves in way that means everyone is:

- able to learn
- valued
- respected

The school rules define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Pupils are expected to



follow the school rules which are as follows:

- Be kind
- Be safe
- Be ready

These rules are reinforced by every adult working in school through:

- Consistent, calm, adult behaviour
- Visible kindness and recognition of strengths-collective or individual
- Clear routines

Recognition and Sanctions

At Kings Ash Academy we recognise that behaviour is a form of communication and therefore respond to children as individuals in order to meet their needs and ensure they feel safe, secure and supported during their time at school.

Positive behaviour will be recognised through:

- verbal praise
- values certificates
- classroom recognition boards-to focus on specific behaviours
- feedback to parents-in person, via Seesaw, by phone
- referring the pupil to a senior member of staff
- Class VIP
- termly Unsung Hero awards
- special responsibilities
- class recognition afternoons
- whole school recognition afternoons

Unacceptable Behaviour

If a child is demonstrating behaviour that does not follow the school rules, a member of staff will intervene using an appropriate strategy.

Sanctions may be imposed for unacceptable behaviour when the pupil is:

- taking part in any school-organised / school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil at the school

Children may also be subject to sanctions whether or not the above apply when:

- there may be repercussions for the orderly running of the school
- a threat is posed to another pupil or member of the public eg online bullying
- the reputation of the school could be adversely affected

Low level intervention strategies can be:



- a non verbal cue to encourage them back on task eg Makaton sign, pointing to work
- recognition of a child demonstrating the correct behaviour eg thank you for using your walking feet [child's name]
- a discrete reminder of the expectation or setting a target

It may be necessary to have a short interaction which should be structured using the following language using a calm and respectful tone at the child's level. This language is designed to recognise, be aware of and respond to the child's needs through attuning and validation.

- I can see you are (may describe feeling or action)
- I'm wondering if you....
- It's ok to feel but it's not ok to
- Remember our rule about (kind/safe/ready)
- I know you can be (kind/safe/ready) remember (last week/yesterday/this morning) you were (kind/safe/ready)
- Thank you for listening

When appropriate, the adult can step back to allow the child to change the behaviour to avoid a confrontation. An opportunity should be looked for to praise the child for demonstrating their changed behaviour.

Some children may require further intervention or have individual behaviour support plans which should be followed.

In the case of repeated or prolonged incidents the following strategies may be used:

- Trusted or key adult taking time 1-1 with the child to understand what has caused the behaviour and the steps needed to return to learning
- Change of face to another adult within the year group team
- Referral to senior leadership team with positive follow up planned for later in the day/week as appropriate
- Review of the IBSP to check the effectiveness of strategies

If behaviour is shown that could endanger the child or others or cause serious damage to school property, a Team Teach member of staff will be called to support.

Team

Teach

On occasions a child may become a danger to themselves or others and Team Teach methods may need to be used where reasonable, proportionate and necessary. (For further details on Team Teach please refer to USE OF REASONABLE FORCE POLICY.) Staff involved in using any Team Teach method must record their actions on a restraint recording form and CPOMS, inform the Head teacher and parents/carers on the same day.)

Sanctions

Following a behaviour incident, it may be necessary for a sanction to be enforced. Behaviour incidents will be triaged through a discussion with all individuals affected by or involved in the incident. The Senior Leadership Team, in collaboration with key adults, will determine the most appropriate sanction, proportionate to the severity and context of the incident. When employing sanctions we will consider the age and developmental stage of pupils and any special circumstances that may affect individual pupils.

Any sanctions should be reported to parents in an appropriate and timely way e.g. at the end of the school day in person or by phone.

The following list of sanctions are not exhaustive but may include;

- loss of a privilege such as breaktime or lunchtime play or missing learning choices time with an adult-a restorative conversation needs to take place during this time.
- completing missed work at a different time



- spending time with a member of SLT to complete missed work or to log a restorative conversation.
- Restorative community-based work such as helping in the lunch hall, supporting a member of staff to organise resources or carrying out other helpful duties to support reflection on their behaviour.
- report to a senior member of staff e.g. daily for KS2 children with the focus on sharing positives, at the end of a lesson for KS1 for an agreed period of time. This should be focused on recognising positive behaviour using an [Individual Recognition Timetable](#).

The Restorative Conversation

Following a behaviour incident, once the child is regulated, there should be a restorative conversation to encourage a child to think through their behaviour, the consequences of it (for themselves and others), and what they can do to make it better.

Where another child has been impacted by the behaviour, the adult needs to facilitate the restorative conversation. The following prompts should be used:

- **What happened?**
- **What were you thinking and feeling at the time?**
- **What have you thought about it since?**
- **Who has been affected and in what way?**
- **How could things have been done differently?**
- **What do you think needs to happen to make things right?**

If a child is losing a privilege such as break time or lunchtime as a sanction, it is essential that the restorative conversation takes place in this time and the time is used to reflect and repair. Children will not be isolated as a sanction.

Sensory Spaces

For children who need a quieter space to engage in a restorative conversation and reflect on their behaviour we have sensory spaces in place. Children will always be accompanied into the sensory room and supervised throughout their time in this space. Children using a sensory room will be supported to regulate their emotions and talk through their behaviour using the same prompts and structures outlined in the restorative conversation.

Repeated behaviour incidents

- If behaviour incidents escalate or are displayed repeatedly, the class teacher should make contact with the parent/carer to discuss and ascertain if there are any likely causes for this.
- The Senior Leadership Team monitor CPOMS for behaviour incidents and will discuss any necessary further actions.
- Should repeated behaviour cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of suspension or exclusion.

Serious Incidents

On rare occasions, due to a serious incident, a suspension from school may need to be put in place. The Headteacher will then inform the parents, and the incidents will be reported to the Thinking School Academy Trust for monitoring.

Exclusion is always the last resort. However, should behaviour from any child cause a threat to the welfare or safety of others, or cause persistent disruption to teaching and learning, or where allowing



the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of exclusion

The Headteacher in consultation with the Thinking School Academy Trust and the local authority will permanently exclude in extreme cases of persistent anti-social behaviour or a single serious incident that could endanger the safety of other members of the school community.

Serious and/or violent incidents can be distressing to witness. Staff and children involved in or affected by any behaviour incident will be supported through a debrief with a member of the Senior Leadership Team and offered further support if necessary.

Any incidents involving sexual harassment, online sexual abuse and sexual violence will always be treated as a serious incident with appropriate sanctions.

Pupils are expected to show respect for the different protected characteristics as defined by law and no forms of discrimination will be tolerated. Any incidents involving discrimination will always be treated as a serious incident with appropriate sanctions.

Inclusion

For pupils with an identified Special Educational Need (with an 'Educational Health & Care Plan' or at 'SEN Support'), where the primary need is Social Emotional and Mental Health (SEMH) or where the pupil's special need impacts on their behaviours, we will seek to address the underlying causes of the behaviours. This may include setting out strategies and supports in an Individual Behaviour Support Plan (IBSP).

Where a pupil has had, or is, at high risk of exclusion or suspension, an Individual Behaviour Support Plan (IBSP) will be created or amended. This must be implemented by all adults working with the pupil, to ensure a consistent approach is followed in achieving positive behavioural responses. Where appropriate, the school will seek support from external agencies e.g., Mayfield Outreach Service or the Educational Psychology team, working in conjunction with parents and with parental consent. The family support team may also seek support for a pupil and or family by referring to Early Help with parental consent.

I.e. consistent talking/shouting out
Rudeness/non-compliance
Disruption
Not looking after school property

Serious incidents i.e. racism, physical
violence, absconding from the class
or serious disruption to learning
need radio calls for support
immediately

Sanctions to be
reasonable and
proportionate- i.e.
moved, catching up on
time lost, reflecting at
break times,
restorative
conversation and
opportunity to remedy
behaviour

A restorative 'follow up conversation' will
take place with the child if a
'consequence' has been needed. This is a
calm conversation where the child
can reconsider their actions and replay
their thought process. With a hope to
identify the impact their behaviour has
had on others and how they can 'put
things right'. Ultimately we want to end
the conversation positively.

Behaviour Policy implementation

School rules are broken

Remind of school rules

Offer support/using
sentence stems/microscripts

If behaviour continues issue
sanction

Post sanction- restorative
conversation, log on
CPOMS, phone call home, discuss
with SLT, if persistent child will
go on report

Microscripts (delivered privately
wherever possible)

Support strategies

Attune and Validate
Think about
Clear Instructions
Environment change
Movement Break
Change of Activity -
diversion
Reassurance
Support - working
alongside / guidance
/ resources to provide
containment
Physical proximity
within the room
Non-verbal
communication

Restorative conversation
reflection book

Microscripts for Behaviour Policy implementation

Delivered calmly to the child, focussing on the the behaviour not the child.

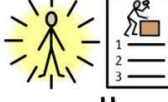
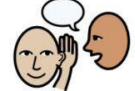
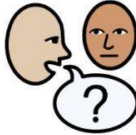
- *I have noticed ... (having trouble getting started, wandering around, playing with apparatus)*
- *You know our focus is ... (3 rules e.g. being respectful.)*
- *You have chosen to not follow the rule.*
- *Because of that you need to ... (speak to me for 2 minutes at playtime, move to another table)*
- *Do you remember when you (refer to previous positive behaviour. e.g. really helped your friend when they were struggling with their Maths.)*
- *That is who I need to see today*

Outlines behaviour referring to the school rules. Has a clear consequence and reminds the child of their positive behaviour that you want to see.

Following a script allows adult to deliver the message, remind the child of positive behaviour, leaving everyone's dignity intact.

Aims to leave the child in a reflective mood and gives chance to 'put right' the inappropriate behaviour.

Kings Ash Academy Learning Values

 Independence	 well organised	 confident to have a go	 willing to make mistakes	 focussed
 Respect	 kind and polite	 listens to others	 makes the right choices	 tolerant of others
 Collaboration	 joins in	 tries ideas	 works well in a group	 helps others
 Creativity	 asks questions	 resilient	 takes risks	 connects ideas