

Positive Relationships and Behaviour Policy

Vision

At King's Academy Northern Parade, our vision is to be an inclusive school in which all children enjoy an outstanding learning experience, make good progress and leave us as responsible, happy citizens who are eager to learn. In order to achieve this, we have the highest expectations of behaviour of children and of all stakeholders which are constantly reinforced. As a school, we are committed to promoting good behaviour. We believe that this underpins a climate of safety. We believe that good behaviour needs to be carefully developed. Good behaviour is part of a learning process and is reflected through a sense of identity, worth and respect for self and others.

It is essential that we all work together to ensure uniformity and consistency in the messages we give to children. We also want to ensure that children who adhere to the policy are recognised. A clear code of rewards and sanctions are in place that develop children's awareness of cause and consequence alongside their personal and social responsibilities.

Aims

- For children to know how to keep themselves and all members of the school community safe others safe.
- For children to be emotionally intelligent, building relationships and developing empathy, tolerance and co-operation in line with the school values and British Values.
- For children to have a sense of fairness and responsibility, understanding appropriate ways of managing conflict when it arises.
- To promote a positive approach to challenges, enabling life-long learning.
- For children to understand how to respect their environment, their belongings and the belongings of others.
- To promote children's Spiritual, Moral, Social and Cultural development and well-being.
- To nurture children's confidence within a happy and caring environment where respect is shown to all.
- For children to take responsibility for their actions and understand that things can go wrong

Practice

- All members of the school community are expected to show respect and courtesy for one another.
- Every member of the community is aware of the school rules and the consequences of unacceptable behaviour.
- Weekly values-based learning takes place in the weekly assembly, focusing on developing children's understanding of the six dragon's values and the skills needed to consistently demonstrate these values.
- Children who present challenging behaviour will have a Positive Response Plan (PRPs) to address their particular needs. Parents and staff will be involved in the formulation of this (and external agencies where appropriate).
- If necessary, the school will seek advice from outside agencies to meet the needs of an individual child.
- Staff will adhere to the procedures in the "Physical Restraint" document and training will be given where appropriate .
- As part of the school's admission process, all parents receive a copy of this policy and by signing the home/school agreement they agree to uphold all the policies of the school.

What do we stand for and believe?

Motto: Eager to Learn ~ Live to Learn

Mission: Create a happy, secure & stimulating learning environment in which all members of the school community can grow in confidence & develop their full potential.

Vision & Values Statement: A creative community working together to motivate, challenge & build resilience in our independent learners.

Values: Teamwork, Resilience, Independence, Creativity, Challenge, Safety

Rewards

Guidelines: Intrinsic Good Behaviour

Regular praise and encouragement is part of the school ethos. All staff are committed to raising the profile of recognising and promoting behaviour that goes above and beyond. Through our curriculum the children have access to stories, resources, assemblies and learning opportunities which promote appropriate ways of behaving.

Raising Self Esteem

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self esteem. We aim to raise the self esteem of each pupil by

- Knowing and using their preferred names
- Knowing their family connections and something outside of school
- avoiding stereotypes
- Having high expectations of each child
- Making time to talk to individuals
- Ensuring Mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to children in signs of difficulty
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising when we make mistakes
- Planning group and class activities to support self esteem

Talking it through

We talk with children individually or in a group or whole class about behaviour expectations.

Language and Microscripts for intervening with behaviour

Show me what ready/kind/safe behaviour looks like in the..

Thank you for showing me you are ready

I understand that you are... (angry, upset etc)

I noticed you are.. (having trouble with your work, walking around etc..)

I need you to

When you are ready to talk, I am here

It is important to give the children what they need. Children are usually trying to communicate something by their behaviour. They need people, not punishment. They need to feel safe and need to know that adults will deal with things in a consistent, predictable and fair way. Children need boundaries to feel safe. If a sanction is needed then we focus on the primary behaviour and try to ignore whatever subsequent behaviours until later. Once the child is calm, secondary behaviours can then be addressed.

Restorative Practice

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Schools that use restorative practices have also reported significant reductions in the number of detentions and exclusions

See appendix for further information.

Reward System

General Behaviour (for example - polite, caring)

Class Dojo

Each class encourages positive behaviour role models.

Class Dojo points are given to children to reward them for specific behaviours, allowing teachers to set consistent expectations and for the children to gauge a clear understanding of boundaries. Children will have the chance to be the Dojo winner.

Learning Behaviour

Dragon Values - Dragon Points

Our whole school relies on the Dragon Values to build intrinsic understanding of a moral compass.

When a child has shown these values in class, they will have an opportunity to move their name up the dragon's tail, one space at a time. Once they reach the top they receive a certificate in celebration assembly.

Headteachers Award -Star of the Week

A headteachers award is given to children who have made a substantial effort, or demonstrated the class rules and whole school values. All children will have equal opportunity to be star of the week.

Consequences

Guidelines: Day to day Positive Behaviour management

This pattern of behaviour management is for each session. Eg. before play, after play, after lunch.

- If behaviour occurs that prevents others from learning the following steps below:
 1. Verbal warning given.
 2. Second Verbal Warning, if the child is still struggling after five minutes, one of the adults will go and quietly speak to the child to say, 'I can see that you are finding it tricky at the moment- what can I do to help?'
 3. Child is given the opportunity to turn their behaviour around through discussion using the Five Restorative Practice Questions.
 4. Third Verbal Warning - Followed by five minutes time to think immediately followed by a discussion with the teacher and with the child to resolve the situation. If the behaviour continues the Teacher will take the child to the partner class and will return to collect them in five minutes in order to help the child settle back into class. The Teacher will then complete a "Blue form" as a record of behavior and record this on My Concern.
 5. If behavior continues, the child is taken to the Year Leader and then reintegrated to their own classroom.
 6. If the behaviour is still consistent, Child is taken to sit outside the DHT/ HT's office for internal withdrawal and a phone call home to explain. Length of time will be decided based on the behaviour exhibited.

Note: If behaviour is severe (eg. willful and deliberate violence towards a peer or adult) they must be sent to the Inclusion/Leadership team-they will be asked to think about their behaviour and to think how they might have acted differently using the restorative justice paperwork. Class teacher will speak to the parent with the child to look at ways to improve behaviour.

7. If the number of blue forms is a concern, a meeting will be set up with parents and staff involved to discuss a path to improvement
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- **If a child reaches steps 4- 6 this will be recorded and monitored through the weekly 'Behaviour and Welfare' meetings.**

Guidelines: Consequence (deliberate physical aggression towards a child or adult)

- We have a zero-tolerance attitude to wilful violence against pupils and adults.
- An incident of physical aggression intending to cause harm will mean instant withdrawal to the Headteacher and a phone call home. The period of time for withdrawal will be decided based on the behaviour exhibited. Parents will be called in if the incident is severe and fixed term suspension may result.
- Supervision of a member of SLT/Pastoral team if we consider this to be appropriate.
- Where there are ongoing difficulties or incidents of deliberate physical aggression towards a child or adult, parents will be asked to attend a meeting with a member of the Senior Leadership Team in order to reach a satisfactory resolution.

Guidelines: Consequence (Missed learning)

- If a child refuses to come into the classroom, or leaves the classroom without permission, the child will be given five minutes to turn it round and come back in.
- After five minutes, any learning time lost whilst the child is outside of the classroom will be counted and will result in a detention of the same length after school. This will not be for children who are on a individual journey.
- A phone call will be made to the parents by the class teacher on the same day of the incident.

We have a zero tolerance attitude towards violence, homophobic or racist behaviour, this includes retaliation.

If a child chooses one of these behaviours they will in the 1st instance receive an internal exclusion. If a repeat of the behaviour within the same term or the behaviour is deemed as persistent; this would lead to an external exclusion the length of the exclusion depends on the severity of the incident.

The use of any homophobic language will not be tolerated and will be challenged e.g. the use of the word 'gay' in a derogatory way would be challenged.

Protected characteristics

It is against the law to discriminate against someone because of: · age · disability · gender reassignment · marriage and civil partnership · pregnancy and maternity · race · religion or belief · sex · sexual orientation

These are called protected characteristics. We are all protected under the Equality Act 2010 from these types of discrimination and as part of our policy, we expect our children to be respectful of others including these nine characteristics.

We do not tolerate any verbal or physical abuse relating to the above-

For example:

- identity based bullying
- Language such as 'gay' 'queer' being used in an offensive manner
- Degrading comments about physical appearance etc.

All such incidents will be tackled directly, reported on our My Concern system and procedures followed depending on the severity of the incident.

At KANP we teach 'acceptance' not just 'tolerance'.

As a school community, we will support children to learn what is and what is not socially acceptable. We believe that children need to be aware of what is appropriate in different settings as for some children there is sometimes a gap between what is viewed appropriate in a social settings and in a school. We aim for children to learn from this without implementing a sanction.

(Offensive language and gestures including prejudice based, cyber and discriminatory bullying)

- We have a zero-tolerance approach to offensive / discriminatory language and gestures.
- The sanction of a 15-minute detention will result on the day of the offence.
- The school day will be treated as three sessions: am, lunch, pm. Therefore, it is possible to accrue 45 minutes of detention time.
- A phone call will be made to the parents.
- In the case of allegations of swearing being made by parents or other children, the child will be spoken to but no sanction will be imposed.
- In cases of prejudicial bullying (including racial and homophobic incidents) a record of events will be completed and held on file.

Off-site behaviour

Consequences 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 (e.g. 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 or member of the public
 - Could adversely affect the reputation of the school

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

Vulnerable Pupils

During their time at school, some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need it be adapted to support vulnerable pupils and we recognise this. Our in house recording systems will help to provide an overview of the child's behaviour. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- PRP/ISSP
- Pastoral Support Programme
- Referral to Dragon's Den
- Support from MAB's (Multi Agency Behaviour Support)

The school's special educational needs co-ordinators will evaluate a pupil who exhibits challenging behaviour on a regular basis to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Positive Handling

Any child can be restrained by a member of staff if it is reasonable, proportionate and necessary. If the child is going to cause harm to themselves, another child, or a member of staff they should be positively handled using team teach techniques and strategies. This focuses on 95% de-escalation and 5% positive handling. Good practice means that there should, if possible, be a witness present when the restraint takes place. Incidents of restraint will be:

- **Always used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. This information will also be passed on to relevant staff if a pupil transfers to a different school.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Confiscation

Any prohibited items listed below found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette paper
- Fireworks
- Pornographic image
- 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)

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

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

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

List the sanctions used by your school for different levels of sexual harassment and violence

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information ·

Fixed-term and Permanent Exclusions

Only the Executive Headteacher/Headteacher has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Board. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the Local Authority and the Local Governing Board about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Local Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The King's Group Academy has a disciplinary policy. This can be found through their website.

When an Appeals Panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and whether the pupil should be reinstated.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

Monitoring

The Executive Headteacher, senior leaders and pastoral staff monitor the effectiveness of this policy on a regular basis. The Executive Headteacher also reports to the KGA Trustees Board on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records for incidents of behaviour. The adult who is following up an incident, records the incident on My Concern and/or the behavior tracking sheet depending on the type of incident. These will inform other staff who need to know, plus senior leaders, what happened and actions to take from the incident. Parents may be informed and further action taken with children whose unacceptable behaviour is persistent. We also keep a record of any incidents that occur at break or lunchtimes: the lunch-time supervisors give verbal accounts of any incident to the teacher concerned. There are records for recording incidents of bullying, cyber incidents and discrimination. Incident forms will be completed for these types of incidents and filed with the headteacher.

The Executive Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Governing Board to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Legislation and statutory requirements

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

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

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.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

DfE guidance explaining that maintained schools must publish their behaviour policy online

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

Review

The Local Governing Board reviews this policy regularly e.g. every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Local Governing Board receives recommendations on how the policy might be improved.

Dated: 18.3.22

Updated:

Date for review: 18.6.22