

Behaviour policy

King's Academy Northern Parade



King's Group
Academies

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Rationale

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

King's Academy Northern Parade staff are committed to providing for the needs of all children. We endeavour to create a positive and caring ethos that will support our children in developing a love of learning. Most children at KANP are able to self-regulate their behaviour and behave well every day. These children rarely need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

This policy is for the vast majority of children. For those children who require additional support, an individual approach is taken - which is detailed in their behaviour plan.

Aims

We aim to:

- Keep all members of the school community safe and secure
- Encourage the development of positive behaviour for learning - recognising its importance as a life skill
- To encourage, value and nurture, strong and healthy relationships
- Enable the children to be happy and equipped for adult life
- Develop an ethos of empathy and respect
- Help pupils understand that things can go wrong, to take responsibility for actions and to learn from experiences
- Gain a sense of pride through positive experiences
- To provide a clear, consistent and equitable approach to behaviour

Values & Principles

- Everyone has a right to be safe
- Everyone has a right to learn
- Everyone has a right to enjoy being at school
- Everyone has a right to be treated with fairness and respect

These principles underpin the high expectations we have for the way we treat each other and conduct ourselves. We value, respect and celebrate behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. Adults will be in control of their emotions and deal with negative behaviour in a deliberately calm manner. Staff will use incidents where behaviour choices are against our agreed expectations as an opportunity for learning, actively engaging the child that is involved and for the staff who will plan for the next steps. We work in partnership as a staff, with pupils and families to advocate positive behaviours. We challenge and address behaviours that compromise these values.

We emphasise the value of relationships, and reflection to support behaviour modification. We work in partnership as a staff, with pupils and families to challenge and address behaviours that compromise our ethos. We plan effectively so that social, emotional and academic learning is recognised and planned for within the classroom, during transitions and learning outside the classroom (i.e. playtimes, lunchtimes, outdoor learning, school and residential trips).

Legislation and Statutory requirement

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

- Behaviour and discipline in schools
- Exclusion from maintained schools, academies and pupil referral units in England
- Searching, screening and confiscation at school
- School suspension
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

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

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

Bullying may include:	
Emotional:	Being unfriendly, excluding, tormenting
Physical:	Hitting, kicking, pushing, taking another's belongings, any use of violence
Protected characteristics (disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) targeted:	Derogatory or 'slang' name use, discrimination (positive or negative) Taunts, graffiti, gestures
Direct or indirect verbal:	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying:	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school has an Anti-Bullying Policy which should be read in conjunction with this policy. Incidents of bullying are extremely rare and when they do occur they are dealt with swiftly. The school does not tolerate bullying of any kind, be it emotional, physical or cyber. If a case of bullying is suspected and/or reported we have clear protocols, including speaking to the pupils involved, contacting parents/carers and enforcing necessary actions in order to aim for positive outcomes.

Building Relationships

Our ethos around building relationships with children is deep rooted in evidence based research and practice. We recognise that behaviour is communication and that several behaviours have multiple influences. Each situation is unique, meaning that, as a staff body we recognise that the situational context will inform effective responses.

Consistency and coherence is paramount for whole school impact.

We building positive relationships through ensuring the following non negotiables are implemented by all staff members.

1. Daily meet and greet
2. Daily check ins using the Zones of Regulation
3. Offering emotional available adults including access to Dragons Den and Dragon's Nest
4. Creating a safe and engaging classroom environments
5. Providing purposeful safe spaces within the school to offer self regulation

Roles and Responsibilities

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling appropriate positive behaviour
- Communicating clearly to parents with empathy
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Where necessary, the Leadership Team and Pastoral Team, will support staff in responding to behaviour incidents

Parents/carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Identified areas of need

Universal Behaviour plans are unlikely to meet the needs of all children. Therefore, children who display more challenging behaviour, may need Personalised Behaviour Plans in order for them to be successful.

For a child to meet threshold, there will be a record of incidents and discussion with key staff ranging from SLT to the Inclusion team and where appropriate, including parents/carers.

Intent, Implementation and Impact

Our INTENT

Our responsibilities, link closely to our Dragon Values to ensure that:

1. Everyone feels safe, cared for.
2. Everyone feels listened to.
3. Everyone is treated with kindness, respect and acceptance.
4. We are role models that inspire and motivate others.
5. We use appropriate language and good manners to show respect.
6. We reflect upon our mistakes as learning opportunities.

7. We look after school equipment and our learning environment.

Our **IMPLEMENTATION**

It is the responsibility of the whole school community to ensure that the policy is implemented consistently and effectively.

We ensure that the children have a secure understanding of the expectations and responsibilities as learners so that they feel safe and valued as members of our community.

We place relationships and a child's sense of safety and security at the heart of our behaviour management. We encourage staff to adapt their behaviour using empathy, nurture and curiosity, to support all children.

When consequences are necessary, they are well informed, consistent and purposeful. Children are reminded of the expectations and are always provided with advice and support for how to respond appropriately.

There are some children, including those with Early Childhood Trauma, who will require Personalised Behaviour Plans in order for them to be successful.

We have an 'action and consequences chart' which outlines behaviour incident categories and recommended consequences.

Developing positive behaviours

Staff at KANP recognise the explicit value in identifying and explicitly teaching or providing opportunities for children to learn how to develop positive behaviours. Some of these might be:

- Our whole school community will consistently promote our expectations, ethos and values.
- All adults in the school community will provide children with positive role models.
- Programmes of PSHE, (Personal, Social and Health Education) are used to provide rich opportunities, which are part of all areas of school life and learning.
- Children to acknowledge their actions in age appropriate ways - taking responsibility for themselves.
- When a need is identified, an individual programme of support is planned for in consultation with all staff, the parents and the child and reviewed regularly.
- For those children with identified SEN, appropriate scaffolded support is in place to ensure that they can manage within boundaries appropriate to them.
- Supporting children appropriately may require adults **to be flexible** with regards to any additional needs or home circumstances impacting on the child.
- Supporting children appropriately may require adults to develop and employ new skills.
- Staff will ensure that children consistently know explicitly what behaviour is expected in different circumstances.

- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved. These should take into account the level of emotional development of the individual child.
- We recognise and reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.

Acknowledging Positive Behaviour

Regular praise and encouragement is part of the school ethos. In addition to this, behaviour which supports the school's values is celebrated by:

- Attendance awards: A class attendance league is created every week. The aim is to try to ensure that all classes maintain at least 96% attendance. A cup is awarded to the winning class. The league table is displayed in the case outside reception.
- Weekly Class Awards
- Headteacher Awards
- Top Table
- Kindness shout-outs: Each week, a pupil from each class is nominated for their kindness. Examples of their kindness are shared with the whole school and celebrated as a group.
- Newsletter
- Class Dojo's
- Phonecalls and Messages home

Consequences and sanctions

When a decision is made to issue a consequence, this is done so fairly and consistently, whilst also treating all pupils as individuals. We have high expectations of behaviour for all.

Before a consequence is given the following steps will be followed:

Verbal reminder of the expectation, delivered privately	<i>"Remember our Dragon Values - we need to show respect in the classroom so we are not stopping learning."</i>
Time given to adjust behaviour and a conversation with adult	
Clear Verbal Warning given, delivered privately ensuring that the child is clearly aware of their behaviour and outlining the consequence if they continue.	<i>"You need to be listening, if you carry on talking, you are disrupting your own learning and you will need to miss some of your playtime."</i>

Time given to adjust behaviour

Last Chance - Speak to the child privately allowing an opportunity for them to re-engage

After speaking - **Walk away** and give take up time- **ignore any secondary behaviour** from this conversation. The child should then be offered 2 minutes to stay behind in class. This time should be used for repairing relationship/reinforcing behaviour expectations. If the child managed to make the right choice they can be praised for this.

" I noticed you are having trouble with focusing on you learning today. We come to school to learn. You now have the opportunity to make the right choice and start your work. Remember last week when you showed your mum your Maths work and she was SO proud of you! That's who I need to see today. Thank you for listening".

Partner class

We recognise that behaviour is a form of communication. If a child's behaviour is not able to be supported by steps 1-3, it is likely that they require an attuned adult to show that they are able to meet their emotional wellbeing needs.

This step should be outside of the room, away from an audience. This is an opportunity for staff and children to use Emotion Coaching techniques to:

- **Name their emotion**
- **Validate their emotion**
- **Support co-regulation**

Staff at KANP recognise that when children are presenting in this way, they are likely to be operating in their flight/fight/freeze response and therefore not accessing their 'thinking' brain. Therefore, **they should not be left on their own, to think about their behaviours**. Some children will require space before they are ready to allow an adult to support co-regulation. If this is the case, then an adult should use a script such as:

"Thank you for telling me that you needed some space. As long as you are able to keep yourself safe, I will give you some space. I will wait X so that you know where to find me if you need me. I will check on you in 2 minutes."

Final step: Once the child is regulated and ready, talk about their behaviour and reassure the child it is their behaviour you didn't like, not them. If the incident was more serious a more formal restorative conversation may be needed.

There will be times where consequences are needed to provide children with opportunities to develop their social and emotional skills via the form of a guided reflection.

Incident Examples	Recommended Consequences	Procedure to Follow
Play fighting where someone is hurt accidentally	15 minute Reflection with Class Teacher or Year Lead	Record on Reflection register and Behaviour log
Antagonizing/Malicious name calling	15 minute Reflection with Class Teacher or Year Lead	Record on Reflection register and Behaviour log
Leaving lesson without permission	Follow leaving lesson procedure with Class Teacher or Year Lead	Record on Reflection register and Behaviour log
Lack of respect towards peers and adults - ignoring, rudeness, swearing	30 Minute Reflection with Class Teacher or Year Lead	Record on Reflection register and Behaviour log
Damage to school and other people's work/property	30 Minute Reflection with Class Teacher or Year Lead	Record on Reflection register and Behaviour log
Physical act towards child or adult – provoked (Fighting on the playground)	1 Hour Reflection with Class Teacher or Year Lead	Record on Reflection register, Behaviour log and Call Parent Before the end of
Repeated acts of unkindness towards the same child/children	1 Hour Reflection with Class Teacher or Year Lead	Record on Reflection register, Behaviour log and Call Parent Before the end of
Physical act towards child or adult – unprovoked (On the playground or in the classroom)	Speak to SLT	Speak to SLT
Persistent Refusal	Speak to SLT	Speak to SLT

Any time a child attends reflection, it is the class teacher's responsibility to contact parents/carers and inform the year leader.

- If any child has not maintained our behaviour agreements, initially they are given a verbal warning/reminder and a reflective conversation with an adult. This adult could be any emotionally available adult within the classroom.

- Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.
- When a child is displaying inappropriate behaviours, we recognise that each situation will be unique to the child and therefore the response needed will be unique in turn. Where a need has been identified, the school may also put steps in place to scaffold a child who is at risk of not being able to manage their choices appropriately.
- Where a child is displaying serious disruptive behaviour, an internal withdrawal from the classroom for a day or part of the day may be imposed. Parents/carers will be informed of this sanction. In extreme circumstances (see exclusions policy) fixed term seclusion may be given. School leaders reserve the right to seclude children from school visits/special events.
- Where a child is unable to demonstrate safe behaviour during play or lunchtime, School leaders reserve the right to change provision.

Reasonable Adjustments (check SEND code)

In line with the Equality Act 2010 and in respect of pupils with special educational needs and disabilities (SEND), this policy recognises that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SEND leaders, other school leaders and the children themselves.

Positive Handling

If required, 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 member of staff or going to damage school property they should be restrained. Good practice means that there should, if possible, be another colleague present when the restraint takes place. Incidents of restraint are recorded and reviewed. Bruising can occur as an unfortunate result of safe positive handling.

Inappropriate Language

Pupils need to learn what is and isn't 'appropriate' in different situations. For some pupils, there is sometimes a gap between languages adults have modeled away from school and what is viewed as appropriate in a school or social setting. We do not condone discriminatory or foul language. We will help pupils learn what is and isn't socially acceptable and aim for children to learn from this without the need for implementing a sanction.

The **IMPACT**

Our approach has a strong emphasis on inclusion. We are robust and challenge any behaviours that compromise our ethos. We focus on behaviour modification through restorative conversations, high quality relationships, time for reflection, and where necessary use of consequences. We do all we can to minimise use of fixed term seclusion; ensuring that we recognise that a child's full engagement with learning is paramount. We believe that working alongside parents and carers strengthens the relationship and partnership within our community. We value and believe in every individual; showing this through consistency, kindness, curiosity and empathy.