



King's Academy College Park Policy for Behaviour

Introduction

This policy was initiated in September 2021 following consultations with children, staff, parents and governors. This involved using staff meetings to consider which elements of the policy were to be maintained, amended, introduced and discarded (MAID). Pupils on the School Council were interviewed and their views helped to inform the final structure and expectations set out in this document. We want our policy to be more than just a document, rather based on the actions that we do and the ethos that we promote in Kings Academy College Park.

Aims and Expectations

This policy aims to:

- Provide a consistent approach to behaviour management;
- Outline how pupils are expected to behave ensuring pupils have high levels of self-esteem, are happy in school and take pride in their achievements;
- Outline our system of rewards and sanctions;
- Define what we consider to be unacceptable behaviour, including bullying;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for management of their own actions. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

Legal 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
- 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 This policy complies with The De Curci

What do we stand for and believe?

Motto: Working together to create excellence.

Vision: At King's Academy College Park Infant and Junior Schools, we aim to provide a broad and balanced education that meets the need of all children. This gives them the skills, knowledge and understanding, along with essential attributes to take part positively and actively in society and prepare them for a successful future.

Values:

Resilience



Resilient
Robin

Responsibility



Responsible Riley

Independence



Independent
Indie

Challenge



Challenge
Charlie

Teamwork



Teamwork
Tony

Creativity



Creative
Chris

Rewards

We praise and reward children for good behaviour in a variety of ways:

Praise from staff

- Used in an on-going way for any good work / effort / behaviour / act of kindness etc e.g. a smile, handshake, high-five, thumbs-up, compliment. Star cards to be used in line with the Dragon values.

Stickers

- Gratification for academic excellence, given by senior leaders.
- Reward for endeavour outside of school e.g. in Celebration Assembly.

Celebration assembly

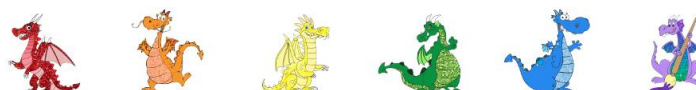
- To recognise and record outstanding work, learning behavior and demonstrating our values.
- Certificate given in assembly.

Value Champions

- Nominated by staff - 2 children weekly. The nominated children will be responsible for class duties.
- Badge and certificates presented in assembly.
- Children's names published on the school website and a year group/school display.

Prefect status

- Year 6 children are chosen each year.
- Head & Deputy pupils.



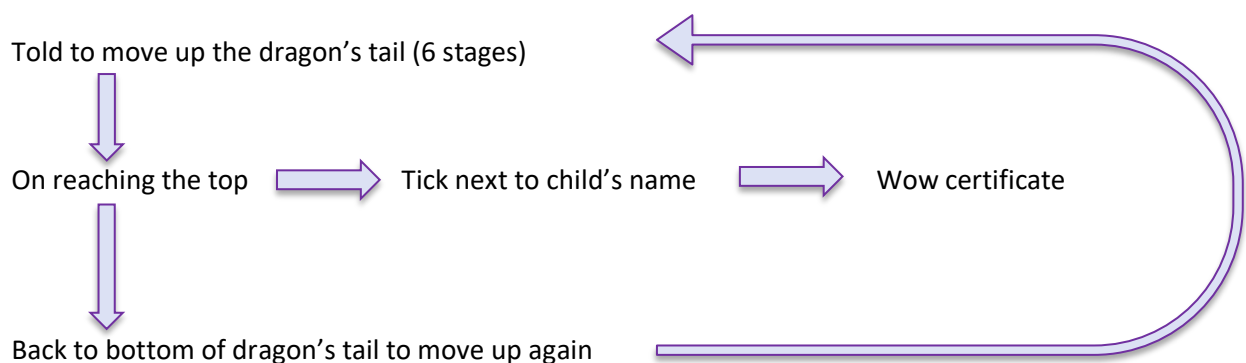
- Badges presented in assembly.
- Used as role models for good behaviour around the school.
- Special privileges (discussed with prefects).

School Councilor (2 per class: Main and Deputy)

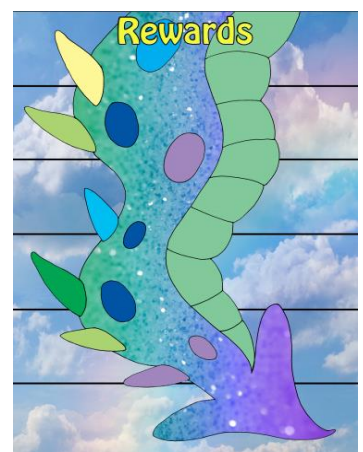
- Nominees voted by the class and agreed by staff.
- Meeting with staff lead(s) of the School Council.
- Badges presented in assembly and noted on school website.
- Used as role models for good behaviour around the school.
- Used to communicate ideas and questions between pupils and staff and vice versa.
- Used to promote new ideas in the school.

Reward system

To promote good behaviour and attitudes at KACP we have a reward system in line with our 'Dragon' values. Children can move up a dragon's tail when told to do so by members of staff if they demonstrate that they are meeting our high expectations in respect to these values.



5 ticks next to child's name	bronze dragon certificate
10 ticks	silver dragon certificate
15 ticks	gold dragon certificate
20 ticks	rainbow dragon certificate



Sanction system – The Restorative Approach will underpin all systems

The school employs a number of sanctions to uphold the school values, which differs in the infant school to the junior school. This is done to take into account the age, maturity and development of

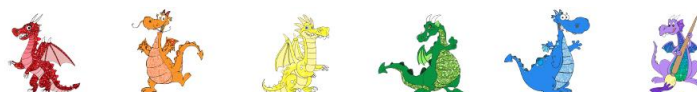
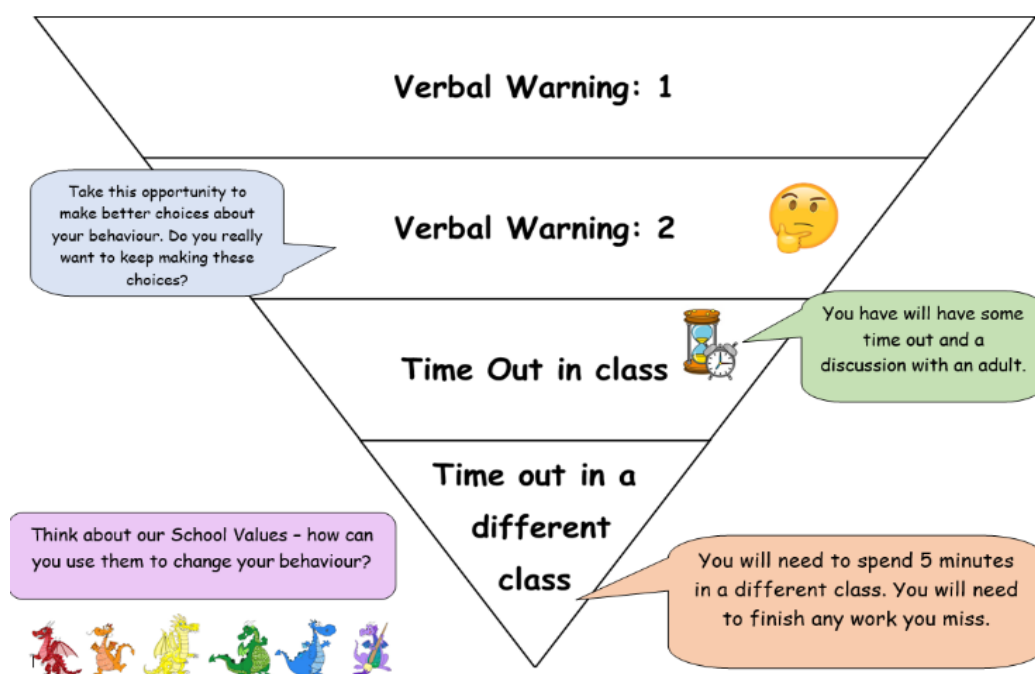


our pupils. The majority of the time, sanctions are used to ensure optimum classroom behaviour and zero low-level disruption. See below:

KS1

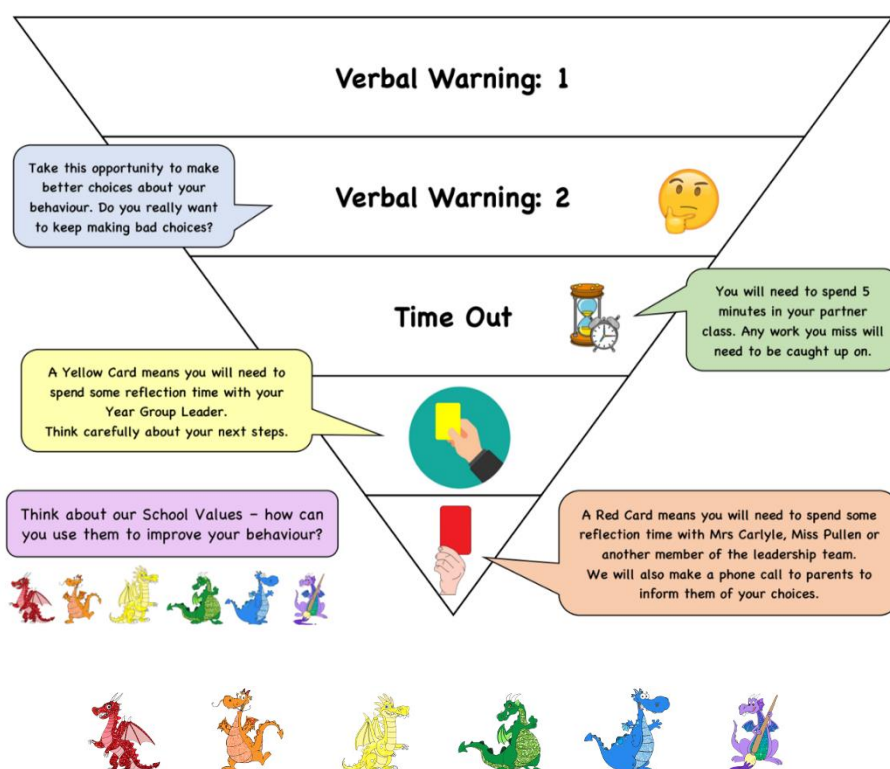
STEP 1	STEP 2	STEP 3
Reminder of expectation.	Reflection effort made to improve. Use of <i>Restorative Approach</i> .	No further sanction.
Behaviour choices persists		
Child's name is moved to the Step 2 of the 'Warning Triangle'.	Reflection – effort made to improve. <i>Restorative Approach</i> .	Child's name is moved off the Warning Triangle.
Behaviour choices persists		
Child's name is moved to 'Time Out' in class	Reflection – effort made to improve. <i>Restorative Approach</i> .	Child's name is moved off the Warning Triangle.

If behaviour choices persist individual children will spend time in a partner class to allow for further reflection time. Parents will be informed in order to support the child when making appropriate choices when in school.



KS2

STEP 1	STEP 2	STEP 3
Reminder of expectation.	Reflection effort made to improve. <i>Restorative Approach.</i>	No further sanction.
Behaviour choices persists		
First verbal warning given.	Reflection – effort made to improve. <i>Restorative Approach.</i>	No further sanction.
Behaviour choices persists		
Second verbal warning given.	Reflection – effort made to improve. <i>Restorative Approach.</i>	No further sanction.
Behaviour choices persists		
Time out in 'Partner Class' (5 minutes)	Return to Class Base. <i>Restorative Approach.</i>	No further sanction.
Behaviour choices persists		
'Yellow Card' issued.	Reflection – under the guidance of Year group Lead. <i>Restorative Approach.</i>	Incident Logged on MY CONCERN
Behaviour choices persists		
'Red Card' issued.	Reflection – under the guidance of Headteacher/SLT. Phone call to parents is made.	Incident Logged on MY CONCERN



Understanding Misbehaviours;

A **Red Card** can be an accumulation of sanctions or a serious incident. Serious misbehaviour may be defined as, but not limited to:

1. Defiant behaviour (refusal to respond to an adult).
2. Deliberate and significant damage to property.
3. Direct verbal abuse towards staff / pupils (as opposed to gratuitous, non-directed etc).
4. Threatening (also including intentional racist and/or sexist behaviour). Racial Incident Form completed and filed by Head of School. Also uploaded to My Concern.
5. Accusations that are malicious.
6. Violent behaviour causing or intending injury or harm to another person.
7. Substantiated allegation of bullying. Incident form completed and filed by Head of School.

Internal exclusion (in consultation with the Headteacher/SLT)

- Used for specific incidents.
- Phone call made and letter sent home to parents.

External exclusion within the Academy Trust (approved by the Headteacher)

- Used for highly specific incidents / continued repeated or accumulated serious incidents.
- This may be conducted at an alternative provision, i.e. exclusion may be conducted at a local King's Group Academy.

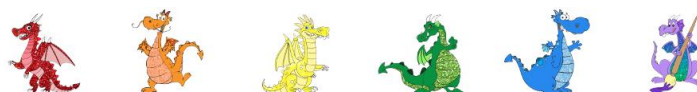
NB: It is recognised that there are some children for whom a specially identified set of rewards and sanctions is needed. These children have an individual school support or behavior plan (ISSP/IBP) or pastoral support plan (PSP) and the identified rewards and sanctions are agreed as part of this. Where this is the case, all adults working with the child have a copy of the plan. External agencies such as the Multi Agency Behaviour Support Service (MABSS) or the Child and Adolescent Mental Health Service (CAMHS) are likely to be involved.

We are aware that for some children, their behaviour is a symptom of other issues going on in their lives or that their needs are not being adequately met. If we suspect that a child is suffering, or is likely to suffer, significant harm then we will not hesitate to follow our Safeguarding/Child Protection policies.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are recorded and dealt with seriously. We promote our anti-bullying policy and clear definitions of what bullying is, and is not, in order to avoid unfounded allegations where the terminology is misunderstood.

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and



productive learning environment, based on the principles of consistency, fairness, engagement and restorative practice. In order to do this, adults and pupils are encouraged to:

- work to ensure positive, professional and mutually respectful relationships are developed between staff, parent/carers and each pupil;
- acknowledge and celebrate the talents, gifts and differences between individual pupils;
- always do the best they can, with staff members teaching and facilitating this behaviour;
- be consistently kind and compassionate;
- praise and reward appropriate behaviour individually and as a class team;
- use behaviour management strategies, such as PACE, distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Power to search without consent for 'prohibited items'

The law allows school staff to confiscate items from pupils and have the power to search without consent in accordance with The School Behaviour (Determination and Publicising of Measures in academies) Regulations 2012. This is to ensure the health, safety and well-being of all members of our school community and will only be implemented in extreme or urgent circumstances.

Pupils' conduct beyond the school gates

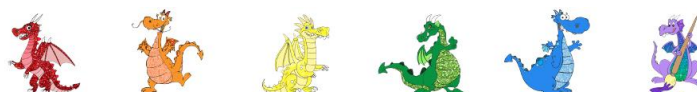
The school expects its pupils to maintain their high standards of behaviour beyond the boundaries, whether it is during or out of school hours. Our pupils understand that they are representatives of our school and that their behaviour reflects on the reputation of KACP School. As such, we will address misbehaviour outside of the school which is witnessed by a member of staff or reported to the school. It is vital that apologies are made and lessons learned, if our pupils conduct themselves inappropriately within the local community and beyond. Each situation will be dealt with on an individual case to case basis.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school at home and beyond in society.

We outline our expectations in the **Home School Agreement**, and we expect parents to read these and support them. The Behaviour Policy will be consulted upon with parents regularly and a copy available on the school website.

Any pupil found to be stealing or damaging school property will have their parent/carer contacted and may be asked to pay for the damage. In line with legal provisions, members of staff are allowed to confiscate inappropriate items as long as it is reasonable in the circumstances. Equally, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school.



We expect parents to support their child's learning and to co-operate with the school, as set out in our expectations which are discussed in our meetings for new parents. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we feel that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Year Leader or Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Fixed-term and Permanent Exclusions

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

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the 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 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 Headteacher.

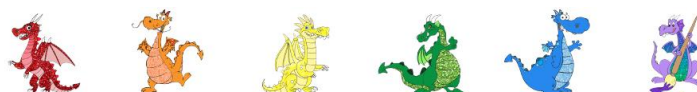
The Local Governing Board has a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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 Headteacher must comply with this ruling.

Monitoring

The Headteacher, senior leaders and pastoral staff monitor the effectiveness of this policy on a regular basis. The 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 misbehaviour. 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 form will be completed for these types of incidents and filed with Head of School.

The 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.

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: September 2021

Date for review: September 2022

