

KING'S MEADOW ACADEMY



Behaviour Policy

September 2023

Vision and Values

We want to create a school community full of happy children who are confident, independent and thoughtful. Our school will be a beacon rooted in the community, providing a signpost for those who need it.

Every day, our children will practice our school rules and values with activities throughout the curriculum:

Our school rules: Ready, Respectful and Safe
Our school values: Kind, Motivate, Aspire, Achieve (KMA)

Our School Rules

Be ready
Be respectful
Be safe

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A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework. All references to behaviour include learning behaviours and attitudes as well as conduct.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team (SLT).

The 2012 Teaching Standards set out the following expectations which will be monitored regularly

A teacher **must**:

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Overall Expectations

We expect that all adults and children within our academy will treat each other calmly, positively and with respect at all times. No member of our academy has the right to refuse to follow a reasonable instruction.

Specific Expectations

Staff, volunteers and governors.	<ul style="list-style-type: none">➤ To follow the reward and sanction flowchart consistently at all times.➤ To ensure that individual personal positive behaviour plans, where in place, are followed consistently and without prejudice.➤ To lead by example, modelling respect in all interactions and following these key principles at all times.➤ To be consistent in dealing with pupils and all members of the school community.➤ To encourage the values of the school, and local community, among the pupils.➤ To ensure that a positive, calm tone of voice and body language are demonstrated at all times.➤ To have high expectations of the pupils.➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.➤ To facilitate regular communication between home and school.➤ To ensure that all expected behaviour is recognised in an appropriate way.➤ To use agreed silent hand signals with verbal reinforcement if needed but avoiding shouting unless essential. (1, 2, 3 for transitions and silent hand for attention.)➤ To ensure that children aren't labelled as naughty and that the choices they make are dealt with and sanctioned.➤ To promote correct and smart uniform at all times including for PE.➤ To model and promote good manners at all times.
Children	<ul style="list-style-type: none">➤ To respect, support and care for each other, both in school and the wider community.➤ To actively listen to others – all adults, including support staff, parents and visitors and children - and respect their opinions.➤ To attend school regularly, on time, ready to learn and take part in school activities.➤ To take responsibility for their own actions and behaviour.➤ To follow the school rules and demonstrate the school values.➤ To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexual orientation and age.
Parents	<ul style="list-style-type: none">➤ To be aware of, and support, the school's values and expectations.➤ To ensure that pupils come to school regularly, on time for the school day.➤ To take an active and supportive interest in their child's work and progress.➤ To respect, model and support the aims and values of the school.

Positive Behaviour Strategies and rewards

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school teaches the PSHCE curriculum, alongside RSE recommendations through which pupils learn the skills of self awareness, self regulation, motivation and empathy as well as social skills.

The fundamental rights of all of those in the school are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

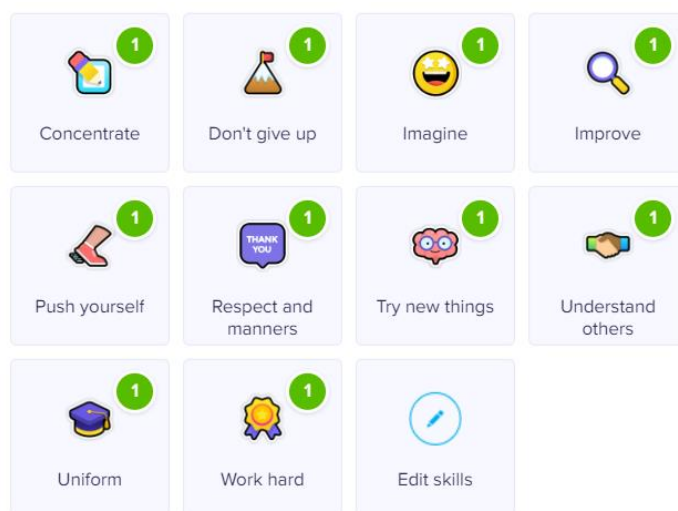
Reward strategies

Green / Gold traffic light

- All children will begin after each register on green. Every opportunity should be taken to praise children and reinforce the positivity.
- Class Dojos - Children are aware of the expectations and encouraged to choose to engage in the correct behaviour. When this happens, they gain class dojos, which are collated during each half term and rewarded on a class by class basis. These dojos can be spent at the dojo shop but cumulative totals will also be tracked and awarded with dojo medallions.
- Star of the week – each week a star of the week is announced and celebrated in celebration assembly.
- Star of the day – younger classes may award certificates to stars of the day where needed in addition to the star of the week.
- Celebration with parents. Postcards, positive notes and phone calls will be made to parents to reward good behaviour.
- Class points – beads in a jar will be collected in each class for whole class good decisions and rewards relevant to these will be given in classes.

Dojo Points

Children are rewarded with Dojo Points for demonstrating our KMA Steps to Success. Each half term, children can choose to spend the Dojos in the Dojo Shop or to save them for a more prestigious prize.



Collective Responsibility

ALL staff, including ETAs and Lunchtime Supervisors, are responsible for dealing with behaviour issues with the support of the SLT. Procedures will be applied consistently and fairly at all times.

ETAs/ Lunchtime staff	<ul style="list-style-type: none">• <u>Listen</u> to all sides• Seek facts: speak to those involved AND witnesses• Deal with the concern/ issue by following school procedures• Pass to the class teacher if necessary
Class teachers	<ul style="list-style-type: none">• <u>Listen</u> to all sides• Seek facts: speak to those involved AND witnesses• Deal with the concern/ issue by following school procedures• If serious/ support is required, involve phase leader
Phase leaders	<ul style="list-style-type: none">• Familiarise with information/ facts gathered by the class teacher• Establish the reason for escalation• Seek further facts/ information by having further conversations with those involved AND witnesses• Follow up on the incident/ issue by following school procedures• If serious/ support is required, involve Deputy Head/ Headteacher
Deputy Headteacher/ Headteacher	<ul style="list-style-type: none">• Familiarise with information/ facts gathered by phase leaders• Establish the reason for escalation• Seek further facts/ information by having further conversations with those involved AND witnesses• Follow up on the incident/ issue by following school procedures• Follow formal procedures, seeking support from DCEO/ CEO where necessary

Consequences

To help pupils to understand their behaviour choices, we make use of a graduated response system in the form of a traffic light. This system aims to seek out, draw attention to and celebrate positive choices with both intrinsic and extrinsic rewards.

Where positive reinforcement has not been successful for individuals, we follow the King's Meadow behaviour policy which sets out consequences for negative behaviour choices.

Whilst the child is still on green, prior to moving to amber the following strategies should be employed:

- Expectations will be restated and calm reminders given.
- Proximal praise will be used freely to show acknowledgements of children who are making the correct choices.
- Dojos will be used to support this.

- Planned ignoring – we don't give attention for the wrong reasons.

Amber

A child could be moved to amber for the following reasons. Please note, this list is not exhaustive:

- Not listening very well and/or distracting others.
- Choosing to disobey instructions or not complete work to an acceptable standard.
- Shouting out several times during lessons.
- Being disrespectful to adults in school.
- Being unkind to another child.
- Moving irresponsibly around school.
- Behaving in a way that is unsafe.

If the child moves to amber, the following sanctions will be applied in the following order

1. Verbal reminder of expected behaviour.
2. Thinking time in class.
3. Ten minutes in partner class. The child will go to their partner class (see below) for at least ten minutes and will take their work with them. In the partner class they will not be told off by any members of staff. The purpose of this is to de-escalate a situation and allow time for the child to re-regulate and the class teacher to continue effectively teaching the rest of the children.
4. If learning time has been missed the child will make this up at playtime or lunchtime. The class teacher or HLTA will keep them in the classroom for this.

Red

A child could be moved to red for the following reasons. Please note, this list is not exhaustive:

- Continuing to ignore warnings and failing to listen.
- Disobeying instructions.
- Continuing to shout out in class and be disrespectful.
- Being disruptive throughout a lesson, despite warnings.
- Fighting or deliberately hurting others.
- Inappropriate language.
- Using offensive language, insulting other people.
- Being purposely unkind to other children.

If behaviour has continued or if a high-level individual behaviour has occurred the child will be moved to red and the following sanctions will take place in this order.

1. The children will receive a red Dojo and a short note home will also alert parents to the incident in 'real time'. In all cases of a child being on red, class teachers will contact parents / carers at the end of the day, ideally in person upon collection but this could be a phone call home
2. Learning mentor or SENDCO will be called and the behaviour will be logged on CPOMs. They will assess the need and one of the following will take place:
 - Pupil may be moved to another class
 - Pupil may have some restorative time with LR and return to class
 - Pupil may be taken to SENDCO or SLT for restorative time and be returned to class when reregulated.
3. SLT will be contacted and they will contact parents. They will assess the need and one of the following will take place.
 - Pupil may be given half day time out in The Nest where they will work with an adult. This half day may be extended to a full day if needed. This is a type of internal suspension.
 - Pupil may receive a fixed term suspension.
 - Permanent exclusion may be considered.

Break and lunchtimes

Supervisors on the playground and in the dining room will also be able to award dojos and implement sanctions. The same expectations apply to all adults and to the children whichever adult is with them. Staff will carry Dojo pouches to try and catch pupils doing the correct thing as often as possible.

1. First incident – verbal warning
2. Second incident – thinking time at the wall to reflect.
3. Third incident – time spent with a supervisor – up to the remainder of the break or lunchtime.
4. Fourth incident or extreme behaviour incident as above
 - Time with learning mentor
 - Sent to reflection room
 - Move playground

TEACHING STAFF WILL ESCORT THEIR CHILDREN TO AND FROM THE PLAYGROUND AT THE START AND END OF BREAK AND LUNCH.

LUNCHTIME STAFF WILL ESCORT THE CHILDREN TO AND FROM THE HALL AND PLAYGROUND DURING LUNCHTIME.

Should any malicious accusations against staff be made and be discovered to be unfounded appropriate disciplinary sanctions within the scope of this policy may also be implemented.

In all cases of rewards and sanctions the individual needs of the child involved will be taken account of. This includes any disability and special educational need.

Persistent/serious behaviour concerns

Sanctions

These sanctions are in place for those pupils who break school rules and repeatedly find themselves on amber and/or behave in ways which see them moved straight to red regularly.

Serious breaches of the school behaviour policy may see pupils jump straight to Stage 2 or Stage 3, depending on the severity of behaviour.

If a child's behaviour reaches a serious or persistent level, the following steps will be taken by senior members of staff.

- Parents will be contacted and will be asked to come into school to discuss their child's behaviour.
- A Positive Attitude Plan (PAP) will be initiated which records positive and negative behaviour each day. This is viewed and signed by the class teacher and parent each day. Such records will be tailored individually to the needs of each child taking into account any SEND requirements.
- If the child's behaviour presents a danger to other children or staff they will work with a member of SLT or one to one with another adult in Brambles for the remainder of the session or the day if required.
- If the child's behaviour continues to be extreme and dangerous, suspension may be used.

Level 1 - Class Teacher Sanctions

Missed playtime and/or lunchtime to catch up on missed work or to make the required effort to complete a task

Time-out in another class (if appropriate)

Removal of responsibilities

Missed treat/club

Stage 1 parent's meeting



Level 2 - Phase Leader Sanctions

Missed play/lunch for extended periods

Time-out with phase leader

Stage 2 parent's meeting

Implementation of a Positive Attitude Plan (involving weekly parent meetings with class teacher)

Ban from clubs/out of school provision



Level 3 - SLT Sanctions

Time out with SLT

Stage 3 parent's meeting

Internal exclusion

Fixed term exclusion

Part-time timetable

Managed move

Permanent exclusion

Reasonable force

School staff may need to employ a lawful amount of reasonable force to guide, intervene, control or restrain. Staff may have to use restraint to bring a pupil under control in more extreme circumstances, such as to prevent violence or injury to themselves or others.

Appropriate training (Team Teach) will be provided and kept up to date for designated members of staff.

Specific provision and strategies

Children with Social, Emotional and Mental Health needs are offered extra support and provision from all staff. They are given additional support from our Pastoral Team where specific interventions are employed to support needs.

Children receiving any additional support will have individual plans in place such as a Behaviour Plans or a My Support Plan.

Specialist advice is taken from other agencies where appropriate.

Day-to-day Behaviour Expectations

The following high expectations of behaviour help to ensure that our behaviour policy is followed successfully. All members of staff should take collective responsibility for all pupils around school and always present as great role models:

In class	<ul style="list-style-type: none">• Pupils to stay in their seats - no swinging on chairs;• Pupils to sit up straight so that they are concentrating and ready to learn;• Pupils should be encouraged not to shout out;• Pupils should avoid sitting/lounging on tables and furniture;• Pupils to make their best effort with written tasks
Uniform/Kit	<ul style="list-style-type: none">• Pupils to wear their full school uniform;• Pupils to use school PE kit – to be kept in school and taken home for washing at the end of the half term;• Staff to celebrate those who do so;• Teachers to contact parents of those who don't;• Staff to find spares for items of the uniform missing.
Around school	<ul style="list-style-type: none">• Pupils to walk on the left-hand side, calmly and quietly;• Staff to encourage punctuality into lessons;• Children to be escorted, by an adult, onto the playground at play/lunch/home-time, in an orderly fashion;• Encourage children to show polite manners: holding open doors etc;• When moving around school as a class, stop at points to ensure that the whole class is together and doing the right thing;
On the playground	<ul style="list-style-type: none">• Staff to man designated zones, whilst supporting others (see playtime rota);• Staff to actively organise and encourage active play/games;• Staff to hurry pupils to their lines;• Classes to line up in two neat lines, facing the front quietly;• Teachers to be out before the bell;• Classes to be taken in one a time, quickly and calmly.
Outside of school	<ul style="list-style-type: none">• Children to be organised into pairs and groups and assigned designated adults• Children to walk in pairs, 2 behind 2;• The same high expectations of pupil's behaviour should be evident at all times whilst outside of school;• When walking in public, each group leader takes responsibility for their group;• Staff should be positioned throughout the line – one at the front, one at the back and others dotted throughout;• When crossing a road, an adult should man the crossing until the next adult along the line takes over.

Reflection time

If a pupil misses their playtime as a result of their behaviour/attitude, the following points should be taken into consideration:

The staff member asking the pupil to miss playtime is responsible for keeping them in.

The staff member is also responsible for finding the pupil something worthwhile to do with their time.

Tasks could include:

Completing unfinished tasks

Re-doing tasks where enough effort has not been made

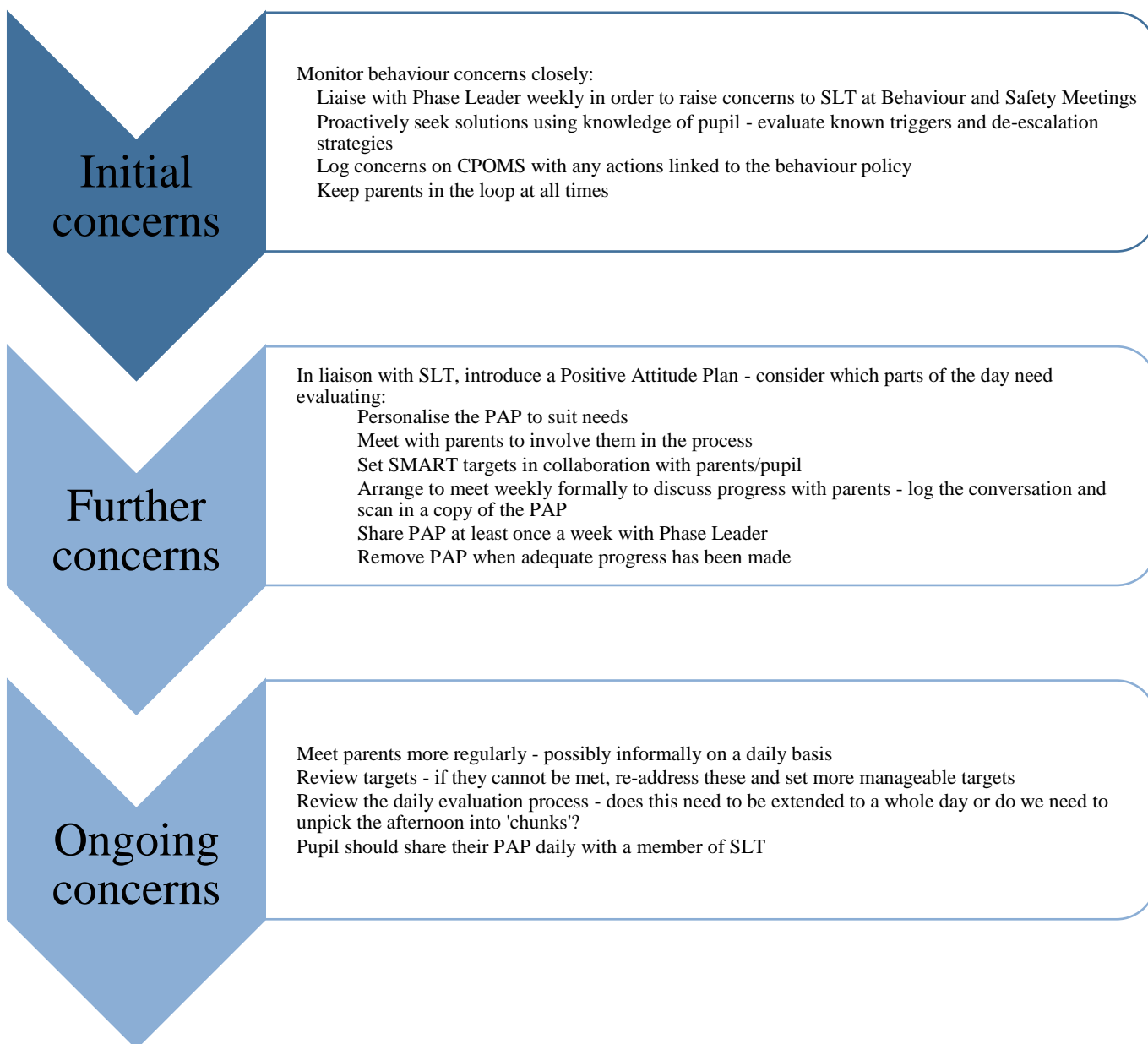
Writing an apology letter

Discussing and reflecting on behaviour choice using a reflection form

If missing playtime is given as a sanction, this must be followed up and the child must stay in.

If the member of staff who asked the pupil to miss play is unavailable, they must find someone who will take responsibility for the pupil/pupils for them.

Positive Attitude Plan



Fixed Term Suspension and Permanent Exclusions

Suspension / exclusion is seen as a last resort after all other attempts to modify behaviour have failed.

Suspension / exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the headteacher may issue a fixed term suspension or permanent exclusion.

If the headteacher suspends/excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The headteacher will follow the LA guidelines and would inform the LA, and the trust.

After a suspension/ internal inclusion, a reintegration meeting has to take place with the headteacher and pupil and parent/carers, prior to the child returning to the classroom. The reintegration paper work needs to be completed and signed by all parties involved. This needs to be uploaded onto CPOMs.

We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Headteacher will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at significant risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The governors and trust will be informed annually of the number and types of exclusions.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one-person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At King's Meadow Academy no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. All incidents classified as bullying must be recorded accurately on CPOMs.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

Racism and homophobia

At King's Meadow Academy our wish is to develop in every individual a sense of self worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. Homophobia is behaviour which upsets a person by making a connection with their perceived sexual orientation. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial or homophobic incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. A log on CPOMs must be completed for all incidents.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism and homophobia by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

Partnership with parents and other agencies

It is very important that parents and school work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time. For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibility for promoting good behaviour is written in the Home School Agreement. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary

Staff development and support

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the SENDCO, or any member of the SLT.
- Staff needing help with behaviour management will be supported through appropriate CPD.

Managing pupil transition

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through the inclusion file which also includes records of strategies used.

Pupils' conduct out of school










- The school will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school.
- Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the school incident recording forms which record outcomes and actions.
- Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Monitoring and Review

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the behaviour mentor, safeguarding lead and head teacher on a regular basis, and through staff meetings. This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Appendix 1

Partner classes

Partner Classes		
EYFS		1JM
1JM		EYFS
2SO		2AR
2AR		2SO
34B		6CG
34P		5CT
5CT		6IM
6IM		34P
6CG		34B

Appendix 2

Flow chart of responses, rewards and sanctions.

Gold			
		Star of the week – rewards assembly	<i>Rewards to be used for green and gold.</i>
		Star of the day (EYFS/KS1)	
		Share success with Class/ parents	
		Dojo points	
		Class points (beads in the jar)	
		Praise specific actions/ behaviours	
		GOLD Award (half termly)	
		Headteacher visit	
		Hot chocolate with the headteacher	
		Book vending machine	
Green			
		Re-state expectations and reminders	<i>Strategies to use <u>before</u> child moves to amber.</i>
		Proximal praise	
		Dojos used	
		Consistency	
		Planned ignore – we don't give attention for the wrong reasons	
		Thinking time in class – stop and think card	
Amber			
	1	Verbal reminders	<i>Strategies to use <u>before</u> child moves to red.</i>
	2	Ten minutes in partner class (timed with work.)	
	3	Learning time made up for in playtime – with teacher/HLTA if PPA time	
Red			
	5	Class teacher speak to parents at the end of day and a message to accompany a red Dojo will be sent on Class Dojo	
	6	LR called and behaviour is logged on CPOMS <ul style="list-style-type: none"> Pupil may be moved to another class Pupil may have a restorative time, reset and return to class Pupil may be taken to SLT- SENDCo – restorative time, reset and return to class 	
	7	Pupil will be referred to SLT – HT, DHT- who will contact parents <ul style="list-style-type: none"> Pupil may be given half-day time-out in Brambles room. (Half-day extended to full day if pupil not ready to return to class.) Pupil may receive a fixed term suspension Permanent exclusion may be considered	