

KING'S MEADOW ACADEMY



Behaviour Policy

September 2024

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 Rules

Be ready
Be respectful
Be safe

Our school values

To be kind
To motivate
To aspire
To achieve

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

<p>Staff, volunteers and governors</p>	<ul style="list-style-type: none"> ➤ To follow the reward and sanction flowchart consistently at all times ➤ To ensure that individual positive behaviour plans, where in place, are followed consistently and without prejudice ➤ To lead by example, modelling respect in all interactions ➤ To be consistent in dealing with pupils and all members of the school community ➤ To encourage the values of the school among the pupils and the school community ➤ 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
<p>Children</p>	<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's values ➤ To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexual orientation and age
<p>Parents</p>	<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 vision and values of the school ➤ To ensure pupils are fully prepared for the school day e.g. correct PE kit, reading book etc ➤ To respect each other and school staff both in school and in the wider community

Positive Behaviour Strategies and rewards

Positive behaviour is consistently reinforced and our staff model appropriate behaviour in their interactions with each other and with the children. The school teaches the PSHCE curriculum, using SCARF as a base, 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

To reward and reinforce positive behaviour and learning choices, all children earn Class Dojo points which are awarded for following our school rules and actively demonstrating our 4 core values. All adults can award Dojo points to children to promote a consistent and whole school approach to embedding our school rules and values.

Points are represented visually within each classroom and the online Dojo system records each child's total. To celebrate positive behaviour, children earn certificates which are presented during weekly celebration assembly and children can choose a prize from the Class Dojo shop when they reach a certain milestone, as set out below. The Dojo Shop is open to each class on the last week of every half term. Alternatively, children can 'save up' their Dojo points for a more substantial prize if they so choose.

All adults in school can award Dojo points. These can be awarded electronically or on the Dojo tally which is located on the inside of each classroom door. Lunchtime staff can award stickers to children which will then be exchanged for Dojos in class.

Star of the Week

In every interaction, we actively seek to celebrate, value and share the successes of our children. A weekly celebration assembly is a dedicated time for the school community to come together to acknowledge and praise achievements. Each class teacher selects up to two children to receive a 'Star of the Week' award; the children are chosen because they meet our high expectations for behaviour and learning. Parents are also invited to attend the assembly to celebrate.

Our 'Stars of the Week' are considered to be role models and therefore we raise their profile across school in a number of other ways:

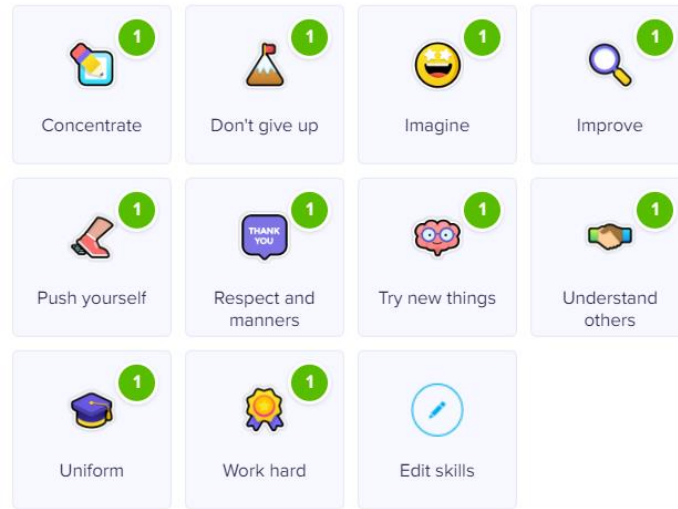
- A certificate to take home which is celebrated by the whole school community. This will also include a glass of juice and a biscuit to be shared with parents when they visit
- A group photograph which is published on the school's social media page
- Their photograph displayed outside the classroom for the following week

Celebrations with parents

Postcards, positive notes and phone calls will be made to parents to reward good behaviour. This will be regularly but on an unplanned basis e.g. a teacher may decide to send home 4 positive notes one week and 6 the next week depending on the situation.

Dojo Points

Children are also 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.



Personal Development

Each week, during our SCARF sessions, children will have an opportunity to access their personal development booklet. Teachers will provide discussions opportunities and guide children and groups to work on a particular skill. These are called their 'Secrets of Success' and are our personal development pillars that are displayed around school. Children will be working on one of three levels indicated by a particular star:

Bronze – Year 1 and 2

Silver – Year 3 and 4

Gold – Year 5 and 6

Once children have completed a particular level, they will receive a badge to wear on their uniform. Once children have achieved their gold badge, they can be nominated to become one of our prestigious school ambassadors.

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.

<p>ETAs/ Lunchtime staff</p>	<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
<p>Class teachers</p>	<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
<p>Phase leaders</p>	<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
<p>Assistant/Deputy/ Headteacher</p>	<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

Routines

At King's Meadow Academy, we understand the importance of clear, predictable routines and structure to cultivate a calm and orderly environment where children feel safe. We use consistent routines which are embedded across the school:

- Team stop signal to gain the children's attention:

EYFS – high 5

KS1 – a short shake of the tambourine followed by the children twinkling their fingers.

KS2 - 2 claps and a hand raised in the air

- 1, 2, 3 to transition between parts of the lesson or between lessons:

1. Children tidy up in silence and push their chair under

2. Children stand behind their chair

3. Children move to where needed

- Water bottles are placed in an accessible area and children are sent 1 table at a time for a drink to avoid overcrowding.

- Children will move around school on the left-hand side with the first person in the line holding the door

- Children will walk to and from lessons calmly and quietly

- Classes will have clearly defined timetables with expectations of lessons and a structure of the day within each classroom.

Playtime and Lunchtime Routines

Within school, the rules and values are promoted by all members of staff, including lunchtime supervisors. Additional staff members supervise at different points during lunchtime and there is a strong SLT presence. A lunchtime club and outdoor play equipment are provided to ensure that children have successful social times.

Routines

- EYFS and KS1 staff accompany their children to the dining room to ensure a calm and pleasant start to lunchtime.
- Lunchtime staff are aware of and follow the school rules and values.
- At the end of playtime and lunchtime, the lunchtime adults will blow the whistle to signal the children to stand still.
- On the second whistle, the children will walk to line up on the playground where the class teacher is waiting for them.
- Members of staff on playground duty are outside promptly at the start of playtime and additional support is provided through support staff being on duty.
- A range of activities are provided for pupils during lunchtime.
- Adults are expected to model and interact with children to demonstrate positive play skills.

Sanctions

At King's Meadow, we believe in supporting children to make good behaviour choices and have systems in place to support those who struggle. These systems are based on a relational approach balanced with acceptance of sanctions to learn from mistakes and take responsibility for actions.

Our approach is simple: We build secure relationships so that, over time, children develop the skills to regulate their feelings and behaviour, develop and understanding of social situations and develop healthy and positive feelings about themselves and their abilities.

Step	Examples of behaviours	
C1 – Verbal warning	Despite gentle reminders, not meeting school rules or values Ignoring advice given	None
C2 – Pay Back	Continuing to ignore school rules or values despite further reminders and ‘take up’ time	Miss 5 minutes of next break time. If behaviours continue further minutes will be added. EYFS – a short period of thinking time
C3 – Reflection Time Record on CPOMS	Significant disruption to others learning. Indirect inappropriate language including discriminatory terms (See appendix XXX) Leaving the classroom without permission.	EYFS/ Y1-2 - Reflection time within phase, alternative classroom. minimum 5 minutes. Miss 5 minutes of next break time. Y3/4 –Reflection time within phase, alternative classroom minimum 5 minutes. Miss 5 minutes of next break time. Y5/6 - Reflection time within phase, alternative classroom minimum 5 minutes. Miss 5 minutes of next break time.
C4 – step out time with AHT, DHT or HT Record on CPOMS	Aggression or intimidation (threats) Direct inappropriate language including discriminatory terms language including discriminatory language (see appendix XX)	Go to work with SLT - HT, DHT, AHT, minimum 20 minutes. Parents informed by class teacher /HLTA
C5 - step out time with AHT, DHT or HT minimum 30 minutes can be in free time. Record on CPOMS Investigation may be instigated.	Bullying. Significant and intentional damage of property. Violence.	Go to a member of SLT – minimum 30 minutes can be in free time. Parents informed by class teacher/ HLTA/SLT
C5 (Following investigation)	For individual or continual serious breaches of the schools expectations investigation will be held and parents will be informed of the process of this investigaton.	<ul style="list-style-type: none"> • Pupil may receive a fixed term suspension • Permanent exclusion may be considered

Reflection slips and restorative practice

When children reach a point where they require 'step out' support, senior leaders support children to reflect, take time to think about and take responsibility for their behaviour. A reflection sheet (one for KS1 and an adapted one for KS2) guides children through a series of steps to talk through causes and consequences of their actions to maintain and repair relationships, as well as planning for positive movement forward and learning to make different choices in the future. The following points are worked through:

- Explaining what happened
- Reflecting on thoughts and feelings at the time
- Considering who was affected and how
- Restoring and repairing relationships by thinking about what could have been done differently and what can be done to put things right.

Behaviour Plans

Some children will be identified for needing additional support and reasonable adjustments to manage their behaviour. These children have a positive behaviour plan, which is an agreement between staff, children and parents. These plans are in place to identify need, bring about change and to ensure a consistent response. Plans identify the following:

- Specific behaviour targets broken down into small, manageable steps.
- Triggers and behaviours displayed
- Supportive strategies to regulate
- Unhelpful strategies that do not work for the child
- Rewards and sanctions

Behaviour logs and monitoring

Behaviour is monitored weekly by the Head Teacher and members of the senior leadership team. Any behaviour from a C3 and beyond is recorded onto CPOMS so that we can identify trends and patterns in order to be proactive and put positive behaviour plans in place as a preventative strategy. Analysis also identifies children that consistently meet the school expectations across the week. For children that class teachers identify as beginning to form patterns in behaviour, a monitoring chart will be put in place. This will be used to help children, teachers and families to identify trends in behaviour across the day as well as enable children to work towards individualised rewards. Termly logs are produced by the Headteacher and SLT with accompanying analysis for stakeholders from the ASC and the Trust Board.

Persistent/serious behaviour concerns

Sanctions

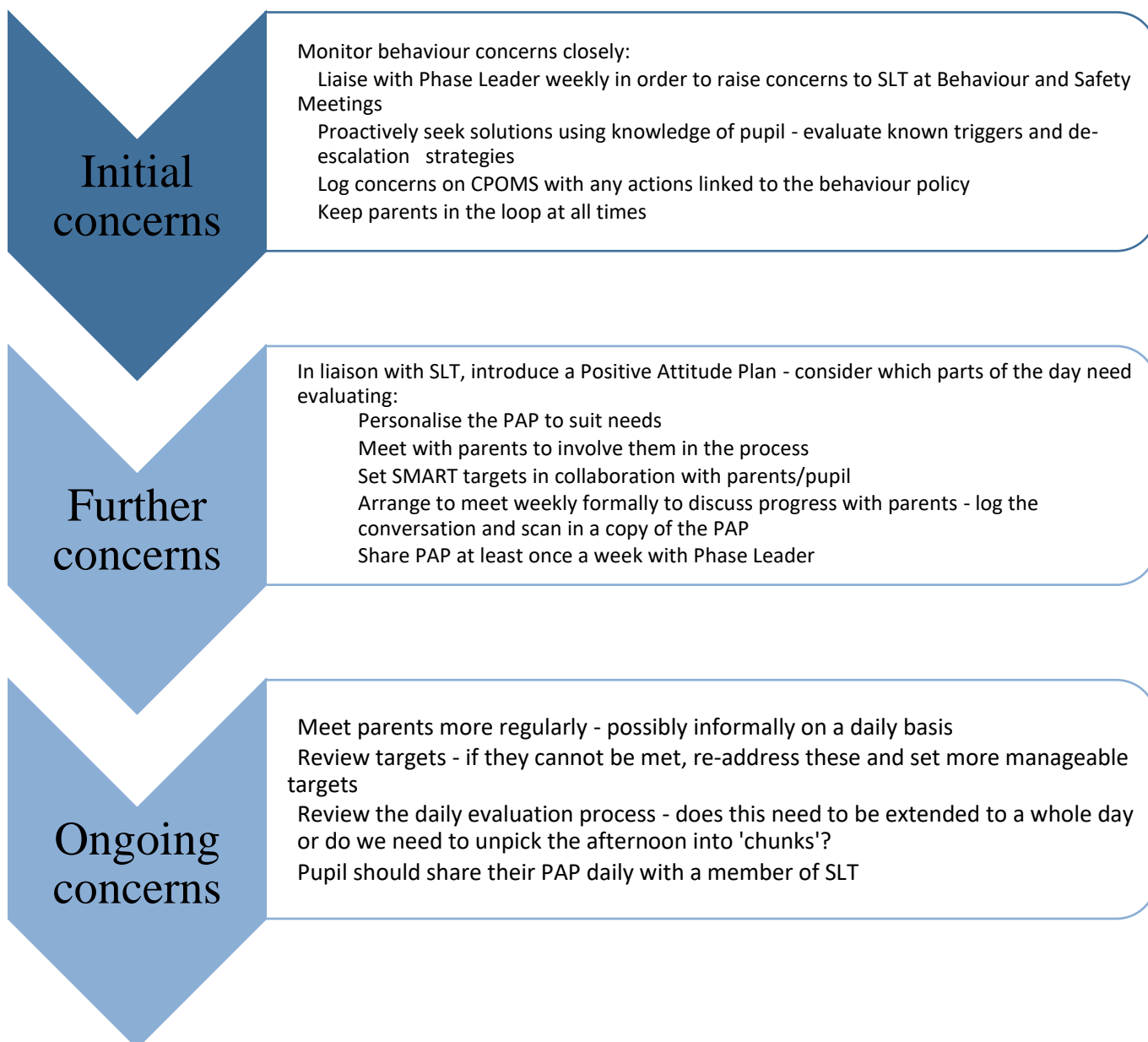
These sanctions are in place for those pupils who break school rules and repeatedly find themselves receiving multiple C3+ sanctions and/or behave in ways which see them moved straight to C4 or C5 regularly.

Serious breaches of the school behaviour policy may see pupils jump straight to C4 or C5, 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 by a member of SLT 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 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.



Any PAP is shared daily with AHT, DHT or HT (get rid of further concerns) box – this is a serious ‘on report’ document which needs to be uploaded to CPOMS etc each week

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 Positive Attitude Plan or a MyPlan.

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 wear correct PE kit on identified PE days – these will be shared in advance ● Staff to celebrate those who wear correct PE kit ● 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; ● The first child in the line holds the door for the rest of the class; ● Staff to encourage punctuality into lessons; ● Children to be escorted, by an adult at the front of the line onto the playground at play/lunch/home-time, in an orderly fashion. Any additional adults to follow at the back of the line ● 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.

Payback

If a pupil is asked to payback time as a result of their behaviour/attitude, the following points should be taken into consideration:

The staff member asking the pupil to pay back their time 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.

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/carer, 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 2

Flow chart of responses, rewards and sanctions.

Positive Rewards	
	Star of the week – rewards assembly
	Share success with Class/ parents
	Dojo points/Great day points
	Class points (beads in the jar – class specific)
	Praise specific actions/ behaviours
	Headteacher visit
	Refreshments with the headteacher
	Book vending machine
C1	
	Re-state expectations and reminders
	Proximal praise
	Dojos used
	Consistency
	Planned ignore – we don't give attention for the wrong reasons
C2	
	Payback time – 5 minutes of next breaktime
	Learning time made up for in playtime – with teacher/HLTA if PPA time
C3, C4 and C5 Logged on CPOMS	
C3	Behaviour is logged on CPOMS <ul style="list-style-type: none"> • Pupil will be moved to another class • Pupil should have time to reset and return to class Class teacher speak to parents at the end of day or a message will be sent on Class Dojo
C4	SLT/ Learning Mentor called and behaviour is logged on CPOMS <ul style="list-style-type: none"> • Pupil will be taken to SLT – restorative time, reset and return to class Minimum 20 minutes) • Payback time – 5 minutes of next breaktime
C5	SLT/ Learning Mentor called and behaviour is logged on CPOMS <ul style="list-style-type: none"> • Pupil will be taken to SLT – restorative time, reset and return to class Minimum 30 minutes which can include during their free time) • Payback time – 5 minutes of next breaktime
C5 <i>Following investigation</i>	Pupil will be referred to SLT – HT, AAHT, DHT- who will contact parents <ul style="list-style-type: none"> • Pupil may receive a fixed term suspension • Permanent exclusion may be considered