



# **Kinson Academy**

## **Behaviour for Learning Policy**

<b>Reviewed:</b>	<b>September 2020 Draft</b>
<b>Date of Next Review:</b>	<b>September 2023</b>

**HIGH EXPECTATIONS LEAD TO HIGH ACHIEVERS**  
**PART OF THE AMBITIONS ACADEMIES TRUST**

## **Aims:**

- To create a safe and secure learning environment in which everyone is treated fairly and with respect;
- To ensure that children behave appropriately in order that they may develop academically, socially and emotionally;
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour;
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

We expect all members of the Academy's community to play a part in supporting these aims.

**Children:** knowing how they are expected to behave and knowing the consequences of their behaviour.

**Staff:** presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

**Parents:** working in partnership with the Academy to uphold the policy.

**Academy Advisory Committee:** monitoring and supporting the policy and evaluating its impact.

## **Special Educational Needs including SEMH:**

We recognise that for some children appropriate behaviour may seem difficult. Suitable support will be given to achieve these aims, alongside the whole school Star reward system.

## **Recognising Good Behaviour:**

Every pupil is valued at our Academy and should receive equal opportunities for taking responsibility in the Academy.

All children are expected to:

- Maintain and promote high expectations in everything they do;
- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Work hard and to the best of their ability;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers and all adults in the Academy;
- Work sensibly with other children in the classroom; talk quietly and not interrupt;
- Behave sensibly and in an orderly fashion when moving around the school, walking on the left in single file; look after personal belongings; take good care of the Academy environment; tidy away equipment;
- Take responsibility for their own actions and consequences;
- Develop the self-esteem of everyone in the Academy;
- Enable everyone to have respect for themselves and for others;

- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding in order that an atmosphere is created for effective learning.

### **Expectations of behaviour at Kinson Academy:**

Kinson Academy has established a baseline of expectations it requires pupils to meet in the course of their day to day learning. The underlying message within this baseline expectation is that all pupils are, 'prepared to learn' and have 'high expectations.' This baseline is:

- Do attend the academy every day
- Do arrive to all lessons and morning registration on time.
- Do wear your uniform correctly.
- Do have the correct equipment and kit for learning.
- Do respect all pupils and members of staff.
- Do not use swear words either between each other or towards a member of staff.
- Do not use the words which will offend or behave in a homophobic/racist manner towards anyone.
- Do not use rough play
- Do follow the teacher's seating plan and do not leave your seat during a lesson without permission.
- Do not interrupt peers or members of staff who are talking.
- Do raise your hand to ask a question or give an answer.
- Do work hard in lessons.
- Do not disrupt anyone's learning
- Do complete home learning on time.
- Do not damage anything on the academy site.
- Do not chew gum anywhere on the academy site.
- Do not spit or graffiti anywhere on the academy site.
- Do not use the academy IT network for any inappropriate reasons.

Pupils who persistently fail to adhere to the baseline expectations that Kinson Academy sets out may place themselves at risk of receiving a sanction.

### **All staff are expected to:**

- Maintain, promote and model high expectations in everything they do and say;
- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the Academy;
  - Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence;
- Be firm without being confrontational; handle situations with a degree of warmth and concern;
- Provide praise and encouragement for learners; offer challenge and highlight their achievements;
- Work closely with parents in a discreet and pro-active manner.

- Develop the self-esteem of everyone in the Academy;
- Enable everyone to have respect for themselves and for others;
- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding in order that an atmosphere is created for effective learning;
- Contribute to the personal and social development of children;
- Develop emotional competence, self-awareness and self-discipline in children;
- Encourage children to make informed and well balanced choices.

### **Behaviour strategies and the teaching of good behaviour:**

The Academy uses a variety of strategies to support and develop good behaviour. Staff should look for opportunities for teaching good behaviour rather than through purely punitive measures. Developing good relationships with pupils and establishing clear boundaries is key to raising self-esteem and reducing anxieties that may obstruct good behaviour for learning.

A restorative approach – the Academy uses restorative approaches and promotes choice theory to encourage pupils to take responsibility for their own behaviour and how they approach accepting and understanding the consequences for that behaviour. It is the consistency with which meaningful consequences are experienced that is crucial in shaping and influencing pupil's behaviour. Consistency across the Academy also allows pupils to predict outcomes for their actions and then make good choices regarding their behaviour.

The Academy uses a variety of approaches, dependent on the individual, to support and modify behaviour.

Curriculum – To better understand their own emotional responses to situations and rights and responsibilities, the Academy visits topics during PHSE, other curricular lessons and assemblies. Where possible, the Academy takes opportunities to use outside agencies to support the teaching of good behaviour, Schools and Community Team. It is of great importance however, that children understand that all children are different and may be responded to slightly differently. It is key to teach our children that they are all treated fairly but not necessarily equally. It is also important when dealing with situations that the behaviour is targeted and not the child. Therefore, the initial behaviour is focussed upon rather than secondary behaviours.

### **Rewards:**

In order to promote a child's self-esteem, we recognise positive behaviour and we offer a range of reward:

**Good attitudes: good manners, being thoughtful, commitment, caring, fairness, helping others, kindness, politeness, courtesy.**

**Good work: completing work, achievement, effort, taking pride, perseverance.**

#### **Praise and encouragement**

- Smile, nod, thumbs up, specific "well done for ...", verbal praise;
- Pointing out good behaviour e.g. "I like the way ...", tell another adult verbally;

- Written message/symbol on a pupil's piece of work for special effort or achievement;
- Star reward system;
- Informing the pupil's parents or Principal of good work/attitude;
- Individual/group/class reward;
- Achievement certificates shared in celebration assembly;
- High achiever of the week;
- House star totals;
- Attendance cup and certificates;
- House rewards termly.

### **Sanctions:**

The purpose of sanctions is to demonstrate that pupils are sorry for what has happened, to act as a deterrent to poor behaviour and to show that we value the rule that has been broken.

How we deal with undesirable behaviour:

As the academy wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis.

Consistently poor behaviour may be dealt with in one or more of the following ways:

- Individual targets and specific rewards for the child separate from star reward system.
- Regular parent, Phase leader/SLT and class teacher meetings.
- Pupils should make up time lost where appropriate in order to complete assigned work.
- A child who retaliates will be seen to be at fault as well. Staff must be told when children are in danger, hurting others or being hurt.

Work left unfinished as a result of poor behaviour will be completed in the child's own time. This could be either break time or lunch time detentions and after school detentions – this detention can vary in length dependent on the behaviour; it varies from 30 minutes to 2 hours.

Typical, but not exhaustive, behaviours leading to sanctions being issued:

- Disruptive behaviour in class
- Defiant behaviour towards staff
- Lateness
- Verbal abuse of pupils or staff
- Physical abuse of pupils or staff
- Truancy of lessons
- Damage to academy property

Incidences of online poor behaviour or sexting will initially be managed by safeguarding procedures within the Academy. Advice might be sought from the Police, if necessary, with any sanctions being delivered by the Academy as appropriate.

### **Use of Physical Intervention:**

Used appropriately, physical intervention is a positive aspect of therapeutic behaviour regulation. It can be viewed as taking control of a child who has temporarily lost the ability to

regulate their own actions with the intention to return control to the child at the earliest possible moment.

Legally we are able to intervene if:

- The child is liable to cause physical harm to themselves or to another person.
- They are likely to cause considerable damage to property.
- Their behaviour is undermining the learning environment of the school.
- They are in danger of committing a criminal offence.

Physical intervention is not used as a punishment or at the convenience of the staff. Physical intervention should be reasonable and proportional to the perceived risk and should not be attempted if to do so would place the member of staff in unreasonable danger. This could be for example when a single member of staff is present during an outburst and to intervene is likely to result in their injury.

At Kinson Academy we seek to minimise the use of physical intervention by emphasising the importance of other strategies and by encouraging the child to explore different behaviours to express their feelings.

For further details please refer to our [Care and Control Policy](#).

Escalating poor behaviours or serious breaches of the baseline behaviour expectations can result in further sanctions. Strategies to support the pupils in these instances could include Fixed Term Exclusion or Permanent Exclusion.

### **Our Attitude to Exclusion:**

We cater for young children in our communities, often with high levels of special, social and emotional mental health needs. We accept our coping capacity and skills in management has to be sufficient to cope with most behaviours that challenge our school environment: staff, pupils and physical space.

We are committed to ensuring that we have the knowledge, skills and resources which enable us to manage and support pupils who exhibit periods of a range of challenging behaviours. The notion of acceptance, effective management, pastoral, sensory and intermediate therapeutic interventions are central to our philosophy. We accept that our children who find schooling and social interaction difficult for different reasons will often display behaviour that at times we may find troublesome and difficult to manage.

We have always taken the stance that our pupils are unconditionally given the support and guidance when they need it so that they can regulate their behaviours within our behaviours for learning policy.

Exclusion, therefore, is very rarely used in our academy and should always be considered as a last resort.

### **Where Does Tolerance End?**

There is no easy answer to this question. Each situation must be assessed on its own circumstances; each pupil's individual reactions and needs must be taken fully into account.

We have never adopted 'standard procedures' for all pupils in these situations. We do not generalise from the particular where our pupils are concerned.

Where we have concerns about the behaviour, or risk of exclusion of a pupil, we will consider that additional support or alternative placement may be required. This will involve assessing the suitability of our provision against a child's needs.

If a pupil has an Educational Health Care plan, we will consider requesting an annual review or interim/emergency review and consult with other agencies to seek support and guidance.

There are circumstances, however, in which the only decision left to us (and sometimes the best course of action in the situation we face) is to make the decision to exclude the pupil.

Please refer to our Exclusions Policy for further details.

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