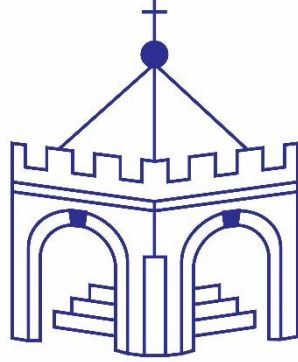


KING INA



CHURCH OF ENGLAND ACADEMY

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BEHAVIOUR POLICY

2023/2024

Headteacher: Mrs Suzie Svenson

Chair of Directors: David Speed
Chair of Governors: Cathy Farley

This policy has been approved by our Governing Body.



Vision

Start children off on the way they should go and even when they are old they will not turn from it.

Proverbs 22:6 (NIV)

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

Values

Our Christian values are: **Hope, Endurance, Friendship, Peace, Creation and Koinonia.**

The children helped us to turn these values into language that they understand:

- ☑ Believe - We **hope** for a better world where everyone is kind and respectful of each other and we believe in a bright future .
- ☑ Determination - We use **endurance** to be the best we can be and never give up.
- ☑ Friendship - We are friendly, caring ,honest and supportive to all in our community.
- ☑ Calm - We are **peaceful** and have healthy minds and bodies that help develop our well-being.
- ☑ Eco-friendly - We respect, love and care for the world God **created** for us to live in.
- ☑ Community - We work together as a team in all that we do in our school and wider community.

Our vision and values underpin all that we do at King Ina Church of England Academy.

Statement of intent:

King Ina Church of England Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response and in consultation with professionals where appropriate.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy operates in conjunction with the following school policies:

- *Pupil Code of Conduct/Home school agreement*
- *Child on Child Policy (formally known as Anti-bullying Policy)*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Child Protection and Safeguarding Policy*
- *Suspensions and Permanent Exclusion Policy*
- *Drug and Alcohol Policy*
- *Positive Handling Policy*
- *Complaints Procedures Policy*

Roles and responsibilities

The governing body has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

The Headteacher is responsible for:

- Establishing the standard of behaviour expected of pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the **governing body** on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Teaching staff are responsible for:

- Being alert to changes in the behaviours of individual children that might indicate a vulnerability and being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.
- Setting and maintaining high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: **SENCO, Headteacher, Deputy headteacher**.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are expected to reinforce expectations for the behaviour of their child(ren) inside and outside of school:

- Parents receive a copy of the Home School Agreement at the start of each school year. They are asked to read and sign this with their child and return a copy to school.

Rules and Rewards

Golden Rules are drawn from the school's Vision and Values and formed in consultation with the children. They are displayed in classrooms and around the Academy and are frequently referred to and used within lessons:

Golden Rules:

- I will be kind
- I will be safe
- I will be ready to learn

Rewards

Children who follow the Golden Rules are rewarded with 25 of minutes Golden Time on a Friday afternoon. Golden Time activities are determined by individual teachers and are age appropriate.

Children who break the Golden Rules will lose Golden Time for 5, 10, 15, 20 or 25 minutes that week, will reflect on the rule/s that they have broken then will see the Headteacher or Deputy Headteacher during Golden Time.

25 minutes of Golden time is reset for all children each Monday morning.

Should children lose Golden Time three times in one half term, they will lose the opportunity to attend that half term's whole school reward. A letter will be sent home to parents at this stage.

Teachers may also implement different types of rewards as they see fit with approval from the Headteacher; however, as a general rule, the following rewards are used:

- House points and Sparklies
- Stickers
- Star pupils and star of the week
- Certificates
- Class celebrations
- End of half term reward activity eg film, craft or sport afternoon

Positive mental wellbeing will be promoted through:

- PSHE lessons

All children are taught about feelings and emotions as part of their PSHE lessons. They learn how to articulate their emotions and to understand the impact of these on their behaviour.

- An appropriate learning environment

Each teacher provides a learning environment that encourages children to be emotionally literate and provides coaching and support for the children to be able to calm down and self-regulate if they become anxious or agitated. Calm down boxes are available for children in classes and calm down areas are made available for some pupils as appropriate.

All children are given opportunities to 'check in' with their feelings during the school day using interactive classroom displays and teachers respond as appropriate.

- A whole school approach to Emotion Coaching

Emotion coaching is an approach that helps children to become more aware of their emotions and to manage their own feelings, particularly during instances of dysregulated behaviour. Emotion coaching techniques give a child the tools that will help aid their ability to self-regulate their emotions and behaviour. All staff at King Ina C of E Academy are trained to use Emotion Coaching.

- Life Lessons

Life Lessons are part of our curriculum for children in Years 5 and 6. Life Lessons give pupils the chance to be honest about how they think, feel and behave and from there begin to challenge and change the thoughts, feelings and responses that may not be helping them. The key message in every session is: take responsibility, take action and be the change you want to see.

- Emotional Literacy Support Assistants (ELSAs)

Emotional Literacy Support Assistants (ELSAs) provide support to children who are assessed as requiring 1:1 support to help manage their emotions. ELSA support will be time limited according to need. Parents will be informed in writing when ELSA support is to be made available to their child, detailing the reasons for the support and the intended length of time for the support.

- Access to Peer Mediators

Some children in Upper KS2 are trained to provide mediation for all pupils during break times to help manage peer disagreements as appropriate. This process is carefully monitored and regularly reviewed to ensure appropriateness and suitability of provision.

- Additional support during break and lunchtimes

Children who find break times challenging are invited to spend their break in the school library, supported by members of the Pastoral Support Team.

King Ina Academy Graduated Response to Behaviour

1. Some children require additional support to the above to help them manage their routines and to access learning alongside their peers within the classroom. Strategies to support these children can include:

- Individual visual timetables
- Now and Next boards
- Smiley face charts and visual reward reminders

Teachers are responsible, in consultation with the SEND team, for putting the above strategies in place and for monitoring the impact on the children.

2. Where children frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the child's behaviour?
- Where and when does the child display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the child use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the child's progress be monitored?

Once ABC analysis is begun, the school will call a behaviour meeting with the child's parents

A positive behaviour plan is developed for children displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the child and the support required. Necessary staff members will be familiar with the child's positive behaviour plan to ensure staff are equipped to deal with instances of negative behaviour.

Children and their parents are involved in the development of the positive behaviour plan and this is reviewed regularly by the parent, child and their teacher – the contract will be reviewed sooner if it is not effective.

In some circumstances, the school may provide enhanced nurture support for children within The Nest, run by specialist staff.

3. Where children's behaviour is particularly challenging and they **seriously break the Golden Rules**, a Yellow Card will be issued. Yellow Cards are for behaviours that require a more serious sanction than the loss of Golden Time.

The decision to issue a yellow card will be made by a teacher or Higher Level Teaching Assistant (HLTA). Yellow Cards can be issued during lessons, break or lunchtimes. Teaching assistants can make recommendations to teachers about the issuing of a Yellow Card.

Once a Yellow Card has been issued:

Children will be referred to a Senior staff member at the nearest convenient time to complete a reflection/behaviour coaching form. Once this has been completed, the form will be given to the Headteacher.

If a Yellow Card is issued, this will equate to the loss of the next two consecutive break times and they will spend the break times with a senior member of staff.

At the end of the day, parents will be informed and they will receive a copy of the reflection/behaviour coaching sheet. A copy will also be given to the class teacher and a copy will be kept in the child's file.

If a child receives a Yellow Card in one half term, in addition to the loss of playtimes, they will lose the opportunity to attend that half term's whole school reward.

Should a child repeatedly receive Yellow Cards, a formal meeting will be held with parents.

4. If a child's behaviour is at risk of causing harm to themselves or others, physical intervention will be used to move the child to a safe location. This strategy will be used a last resort, following the use of de-escalation strategies (see Positive Handling Policy).
5. In extreme circumstances, where behaviour exceeds the loss of Golden Time or a Yellow Card, the school will consider a suspension. In response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school, the school will consider a permanent exclusion.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

Staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

Teachers and support staff will receive regular and ongoing training as part of their development.

Monitoring and review

This policy will be reviewed by the Senior Leadership Team on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is September 2024.

Appendix 1

KIA Graduated Response to Behaviour

What will the behaviour look like?

Staged process and sanctions

Possible provision

