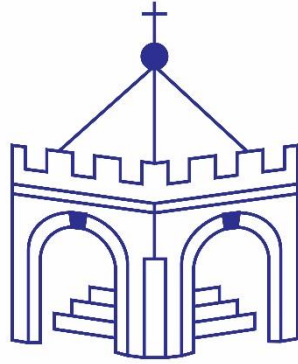


KING INA



CHURCH OF ENGLAND ACADEMY

Northfield
Somerton
Somerset TA11 6FQ
Telephone: 01458 272587
Email: office@kingina.co.uk

RELATIONSHIPS AND BEHAVIOUR POLICY 2025/26

Headteacher: Mrs Suzie Svenson

Chair of Directors: David Speed
Chair of Governors: Linda Smallwood

This policy has been approved by our Governing Body.



Vision

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

[Matthew 5: 14-16]

"Let your light shine!"

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.

Our Christian values

- **Friendship**
- **Perseverance**
 - **Service**
 - **Respect**
 - **Trust**
- **Compassion**

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:

- Acting in a proactive way, in order to elicit positive relationships and behaviour from children. E.g. Daily Meet and Greet, demonstrating care, listening to children, providing engaging lessons
- 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 were 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 and respectful
- I will be safe
- I will be ready to learn

Children who break the Golden Rules stay in for that day's break or lunchtime for 'time in' with their teacher when their behaviour will be discussed.

Rewards

Each class works collectively to earn Golden Time on a Friday afternoon by following the Golden Rules. This will be a maximum of 25 minutes per week and methods for earning points towards Golden Time are determined by teachers and appropriate to age. Golden Time activities are determined by individual teachers, in line with the children's interests and are age appropriate.

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
- Certificates
- Class celebrations

- Attendance at the Headteacher's half termly tea party

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.

- A whole school approach to using the Zones of Regulation

We use the Zones of Regulation to help children understand and manage their emotions, behaviour, and responses. By identifying which "zone" they are in—blue, green, yellow, or red—pupils learn to recognise their feelings and use strategies to regulate themselves, promoting a calm, focused, and ready-to-learn environment. All staff are trained on using Zones of Regulation

- 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.

- 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.

- Forest School

Pupils attend Forest School throughout the school year. Pupils with significant SEMH needs access Forest School as an intervention more frequently

- OPAL

The Outdoor Play and Learning scheme is being implemented and in place during playtimes, enabling children to play creatively.

- Therapy Dog

Pupils with SEMH needs spend time with Bonnie the Therapy dog each week.

- The Nest

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

- Sensory Room

Children may spend time in the sensory room to help regulate their emotions.

King Ina Academy Graduated Response to Behaviour

1. Some children require additional support 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 STAR charts:

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour. **STAR** stands for: **S**etting **T**rigger **A**ction **R**esult.

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

Where children's behaviour during lessons, break or lunchtimes is particularly challenging and they **seriously break the Golden Rules**, they will take part in behaviour coaching. The decision to include a child in behaviour coaching will be made by the child's class teacher or in discussion with support staff and the class teacher.

Behaviour coaching will take place during the next break time, where the child will complete a 'Making Things Right' form with a member of the senior leadership team, using a restorative approach. During the next/2nd break, the child will engage in a repairing/restorative activity by completing either a written or verbal apology to the person they have upset, helping to restore relationships and reflect on their actions.

At the end of the day, the class teacher will inform parents of the behaviour coaching and parents will receive a copy of the 'Making Things Right' form. A copy will also be kept by the class teacher and a copy will be kept in the behaviour file.

Should a child have 3 behaviour coaching sessions in one half term, a member of the senior leadership team will telephone parents to discuss their child's behaviour.

Should a child continue to receive behaviour coaching, a behaviour plan will be drawn up (if they do not already have one) and shared with the child and parent.

4. For more serious behaviours, the school will consider an internal seclusion for all or part of a school day. The child will complete their school work away from the classroom, overseen by a member of the senior leadership team.
5. Should a child's behaviour continue to cause concern and they are becoming at risk of suspension, a pastoral support plan will be written with parents and all adults who work with the child.
6. 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 as a last resort, following the use of de-escalation strategies (see Positive Handling Policy).
7. In extreme circumstances, where behaviour exceeds all other sanctions, 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 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.

Staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour.

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 November 2026.

Appendix 1

KIA Graduated Response to Behaviour

What will the behaviour look like?

Staged process and sanctions

Possible provision

GOLDEN RULES

I will be kind and respectful.
I will be safe
I will be ready to learn

Stage One - Following the Golden Rules

Quality first teaching to include learning about feeling and emotions, use of emotion coaching and Wonder Walls to praise children who follow the golden rules

1. Emotion Coaching
2. House Points
3. Dojo Points
4. Stickers
5. Star pupils and star of the week certificates
6. Certificates
7. Class Celebrations

Not listening or answering back
Calling out
Inappropriate voice tone, body language
Bringing in banned items
Work avoidance
Refusing to comply
Running in the building
Rude gestures/swearing
Play fighting
Intentionally hurting others
Name calling and teasing
Interfering or arguing

Stage Two - Verbal reminders about following the Golden Rules

Teachers to talk to children about the consequence of not following the golden rules

- Visual Timetables
- Emotion Coaching
- Wait card
- Now and Next Boards
- Smiley face charts
- Visual reward reminders
- Social Stories / Comic Strips
- Movement/Sensory breaks
- Social communication or ELSA Intervention Referral
- PFSA Referral
- Tuning into Kids – Parent Course

Stage Three - Stay in during break times

If a child has 3 verbal warnings in one day, they then stay in for part of morning and/or lunchtime break with teacher.
Rules broken discussed with class teacher as part of 'time in' with teacher

Leaving the class space without permission and refusing to return
Repeated rudeness/disrespect
Using gestures/swearing
Dishonesty
Discriminatory language

Any of these behaviours that are repeated multiple times/increase in severity may result in either a suspension or PEX (Permanent Exclusion)

Stage Four- Behaviour Coaching

Child will lose next two consecutive break times and will spend the first with a member of SLT taking part in behaviour coaching and the second taking part in a repairing/restorative activity. Issued by teachers

Strategies from stage 3 plus behaviour coaching, and sheet to be shared with parents by teacher and kept in child's file.

If a child takes part in 3 or more behaviour coaching sessions within a half term, implement Stage 5 strategies.

Significant defiance
Threatening to/attempts to leave school.
Shouting/screaming in order to disrupt
Leaving the class space without permission, causing disruption
Throwing objects and moving/climbing on furniture
Endangering themselves and others.
Enticing others to behave inappropriately/dangerously
Physical and verbal abuse against a child and/or adult (swearing at or about others, punching, kicking, slapping, hurting or hitting)
Absconding

Stage Five- Internal seclusion or fixed term suspension

Headteacher to make decision

Work provided for child as soon as

- Phone call home from member of SLT
- Behaviour plan written
- Pastoral Support Plan written
- Emotion Coaching
- STAR behaviour logs
- Personalised timetable
- Nurture provision
- Seeking advice from outside agencies e.g. outreach teams.
- Liaise with social workers/PFSA/FIS
- Seek advice from County
- Part-time timetable with fortnightly review meetings with parents/carers
- Risk assessment including positive handling

Stage Six- Permanent Exclusion

Headteacher to make decision

Work provided for first 5 days