



# Kingfisher

CE ACADEMY

## Behaviour Policy

TPAT Guidance Management					
Document history					
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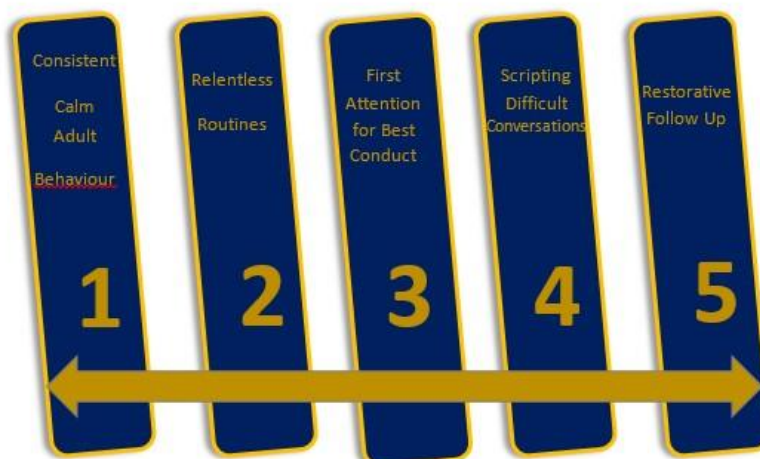
## Introduction

Kingfisher is committed to creating an environment where we are all committed to high expectations of learning behaviours and conduct so all can flourish. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### **Aims of the policy**

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff that focuses on consistencies, high expectations and positive relationships.
- To create a culture of authentic behaviour; for learning, for community and for life.
- To ensure that all learners are treated respectfully.
- To help learners identify, accept, take ownership and be responsible for the consequences of their behaviours.
- To build a community that understands behaviour is communication and encourages empathy and understanding.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



## **Calm, Consistent and Kind Adult Behaviour**

At Kingfisher C of E Academy, we believe that Calm, Consistent and Kind adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults and there is an agreed plan we stick to (Pivotal, 2017).

At Kingfisher C of E Academy, we are a staff team and work together. We have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour.

We do this by using appropriately trained adults, scripts and relentless routines to deal with challenging behaviour. Information is monitored in order to look for patterns in order to support learners and reflect on practice.

Routines are the cogs at the centre of all classroom practice. At Kingfisher C of E Academy, we recognise that where Calm and Consistent Routines are established, children feel secure to take risks in their learning.

**A firm foundation means that we use the same rules and language in every classroom and area of school life.**

## **Boundaries**

At Kingfisher we recognise the importance of providing clear boundaries underpinned by our values and vision. The rules of Be a Role Model, Be Respectful and Be Safe are understood by all children and adults in school. This is lived through our theology and values.

***Discovering and Learning Together, so all can Flourish.***

*'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)*

***Wisdom – Hope – Service – Resilience***

Routines are the cogs at the centre of all classroom practise. At Kingfisher C of E Academy, we recognise that where 'Calm, Consistent and Kind' Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps**.

## Dealing with Poor Behaviour Outside the School Premises and School Day

There may be times where poor behaviour has a negative impact on the school's reputation and/or learning environment. In the event of this, staff will follow the processes outlined in the policy and involve parents/police where it is deemed necessary. These may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

## Our Expectations of ALL Adults

**We expect every adult to:**

1. **Meet and greet** at the door / gate
2. **Refer** to the school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism where appropriate (e.g. Recognition boards)
6. **Be calm** and consistent for all children.

## First Attention to Best Conduct

At Kingfisher C of E Academy, we catch children doing the right thing first. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising doing the right thing first (Pivotal, 2017).

We do this by using the following:

- [Verbal Praise – specific to action e.g. ‘you showed good listening’](#)
- [Recognition board \(or class alternative\)](#)
- [Stickers with explanations \(where appropriate\)](#)

## Restorative and Inclusive Approaches

At, Kingfisher C of E Academy we know the value of identifying a behaviour and teaching them a tool kit of strategies to help them manage their behaviours. We know that punitive punishment

has its limitations and doesn't teach new behaviours. Positive relationships between adults and children are at the core of our practice to ensure effective teaching and learning.

Kingfisher's offer to support the children is:

- Trauma informed approach
- Emotionally available adults
- Use of calm spaces in school (The Lilypad, The Burrows, libraries, ELSA room)
- Adaptive teaching
- A TEEP approach to increase engagement and reduce cognitive overload.
- Plenty of use of outdoor learning areas, space to walk and run
- Zones of regulation
- ELSA support workers, ARC support worker, Outreach for emotional support, Mental Health Nurse.

### **Children with Social, Emotional, and Mental Health Needs (SEMH)**

Behaviour is a form of communication that can indicate current/recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding and therefore not solely linked to SEMH.

#### **Kingfisher C of E Academy provides the following in-school support for children with SEMH:**

Self-Regulation and being ready to learn is always our primary aim at Kingfisher. For the majority of our learners, a gentle reminder is all that is needed, although there are some occasions when it is necessary for a child to receive additional support away from the primary learning environment. Moreover, this is carried out with care and consideration, taking individual needs into account where necessary.

#### **Children who may require adjustments:**

A few children may not benefit from normal incentives and sanctions. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have emotional or physical needs which are not being met. The usual systems for incentives and sanctions will not motivate these children. To help these children break out of a negative pattern, a small achievable target should be set, with a motivating reward so that they can experience success. This will be set in discussion with the SENDCo with the use of the Core Standards and Swindon Borough approach. The school will also seek external support where appropriate.

#### **Individual Stress-Reduction Plans and Risk Assessments:**

Where a child's behaviour becomes a more significant pattern or requires any form of positive handling, the SENDCo will write an individual risk assessment and the class teacher/ team supporting the child will write an individual stress-reduction plan. Both will be shared with the child and their parents. This is to ensure that we can keep both the child and their peers safe whilst in school by stating clear, shared strategies that should be applied when the child is unable to regulate their own behaviour.

#### Physical support and intervention (Team Teach/CPI)

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff who are trained in Team Teach / CPI techniques to support this. However, it must be noted that all members of staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or another adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper or are acting out of anger or frustration. Use of reasonable force is always a last resort. All incidents of this kind will be recorded by the staff involved in the Bound and Numbered book and scanned onto CPOMs. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

#### **Practical steps in managing and modifying unexpected behaviour:**

Children are held responsible for their unexpected behaviour. Staff will address unexpected behaviour in a collaborative and consistent manner. Staff will apply the practical steps for managing unexpected behaviour. It is the aim that children should be kept at steps 1 and 2 for as long as appropriate.

#### **Steps:**

##### **Redirect and Remind:**

A reminder of our 3 rules – Be a role model, Be respectful and Be safe. Repeat reminders if necessary.

Gentle encouragement: support to make the right choices

De-escalate and co-regulate where reasonable and possible

Praise will be given if the learner is able to model expected behaviour as a result of the reminder.

##### **Reminder:**

Clear verbal advice, delivered 1-1 wherever possible, making the child aware of the unexpected behaviour.

Clearly outline the consequences of the unexpected behaviour.

Pupils will be reminded of their previous good conduct to remind them that they can make good choices.

**Final Reminder:** (5 mins or an appropriate and timely reflection or de-escalation before using the reflection script)

Talk to the child and give them an opportunity to engage and demonstrate the expected behaviours.

Use the scripted intervention, some examples are:

I have noticed that you ....

- At Kingfisher, it is expected that we.....refer to rules and values.
- Because of that you need to.....(refer to action to support behaviour e.g. moving to another table, complete learning at another time, time out to reflect)
- See me for 5 mins after class/ during break

At this point the pupil will be informed that they will receive a consequence for their behaviour, and this will be during the next available and appropriate time. Children will be expected to complete a restorative and reflective dialogue.

**Repair Restorative Conversation:**

When the child is regulated and the adult is emotionally available a restorative conversation should happen.

Sometimes support from another member of staff may be requested for a change of face. This will be to support the child and adult.

This will be completed at an appropriate time after the incident e.g. AM (lunchtime), PM (next break time) when the child is calm and regulated.

This will then be recorded on CPOMS.

No more than 5 of the following questions are usually enough:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

How can you repair (relationships, damage)?

What could you do differently in the future? (be mindful of previous unsuccessful strategies – refer to stress reduction plans)

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual stress reduction plans and risk assessments are created when appropriate and designed to meet the specific



needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from [The Arc outreach programme](#), [Trust level Behaviour Support](#), [Educational Psychologist](#), and the area's [Mental Health Support Worker](#).

### **Child-on-Child Abuse and Bullying:**

Child-on-Child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing behaviour, violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

- [Anti-Bullying week and a program of PHSE lessons.](#)
- [Recognition participation of Internet safety week/ Day,](#)
- [We cover online bullying in PHSE and Computing.](#)
- [Share picture books that deal with issues of bullying.](#)
- [Assemblies and Posters that provide information and who we can talk to.](#)

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support. Child-on-Child including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child may also be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from [Brooks Traffic Light tool](#), [our Police Constable Support Officer and First Response](#).

Kingfisher C of E Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing. All child-on-child abuse including bullying, dysregulated behaviour and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

At Kingfisher C of E Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing. All child-on-child abuse, bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are [added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Local Advisory Board at least three times a year. Please see the school's safeguarding policy for more information.](#)

### **Exclusions and Suspensions:**

Fixed Term Suspensions (External)

We believe that, in general, suspensions and permanent exclusions are not an effective means to help a child move their behaviour on. However, if the child has had a serious breach of the school rules and other children or adults are at risk of harm. An external suspension will be used to reset the class and the child. A plan for reintegration will be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded on Arbour (our management system), Synergy (Swindon Schools Portal) and reported to the Local Advisory board after every incident. Please see the exclusions and suspensions policy for more information.

### **Appendix A – Kingfisher C of E Academy (Behaviour Blueprint)**

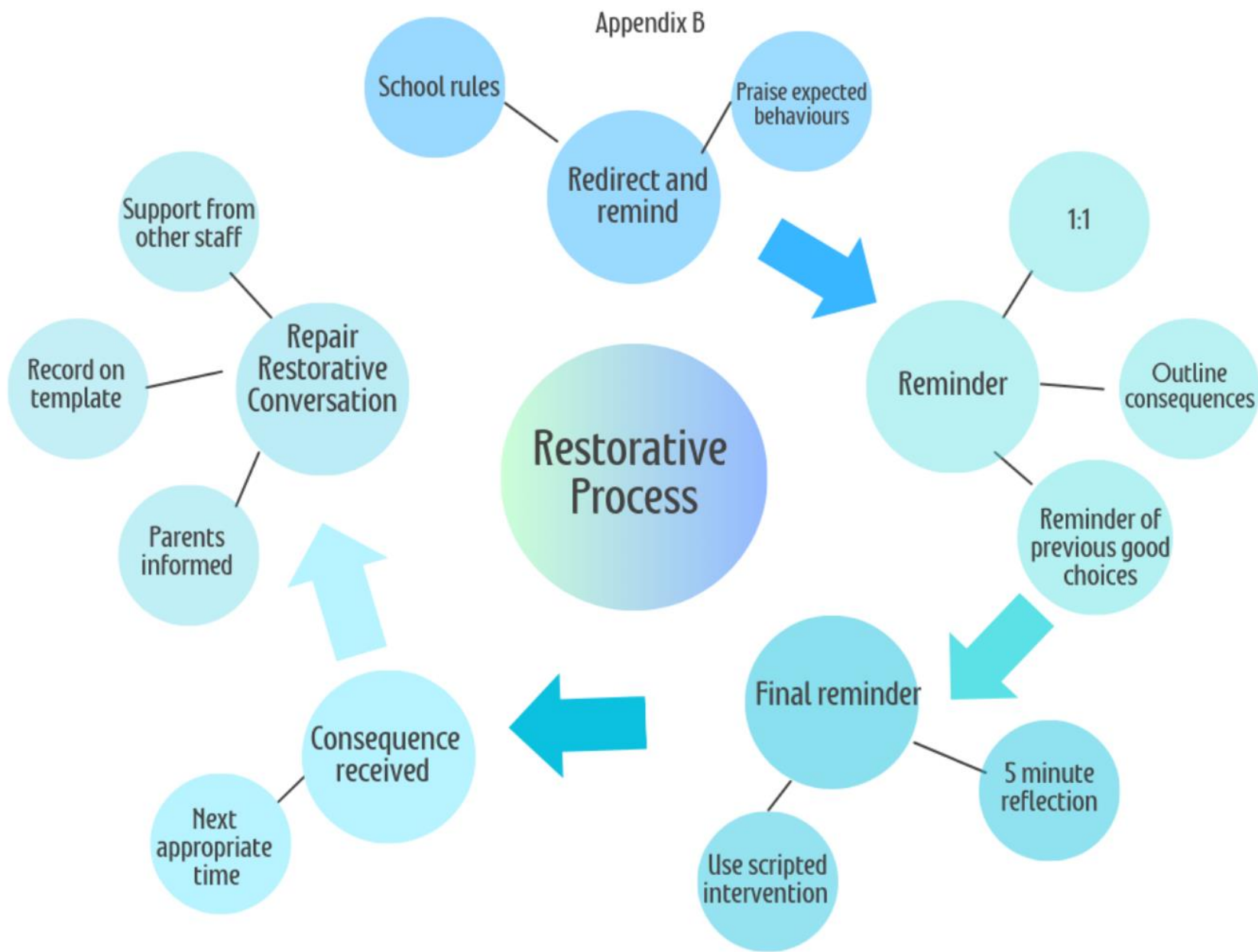
**This is how we do it here...**

At Kingfisher C of E Academy, we have high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

<b>Rules</b>	<b>Over and Above</b>	<b>Visible Adult Consistencies</b>
Be Safe	Praise	Meet and Greet
Be Respectful	Recognition Board	First attention to best conduct
Be a Role Model	Stickers / Wow cards	Calm and emotionally available

### **Calm and Consistent Routines**

<b>Emotion Coaching</b>	<b>Sanctions/Restorative process</b>	<b>Restorative Conversation</b>
Step 1 – Notice the emotions	<ul style="list-style-type: none"> <li>• Redirect &amp; Remind</li> <li>• Final reminder</li> <li>• Consequence or reflection time</li> <li>• Change of adult / SLT</li> </ul>	What happened / were you being safe? Why did we have to keep you safe?
Step 2 – Deal with the behaviour: “it’s ok to feel.... but it’s never ok to....		What were you thinking / feeling at the time?
Step 3 - Problem solve		<p>What do you think / feel about it now?</p> <p>Who else has been affected?</p> <p>How can we repair this? What needs to happen to put things right?</p> <p>How can we do things differently in the future?</p>





## Restorative conversation

Name.....

Date.....

### Prompts

- What happened/were you being safe? Why did we have to keep you safe?
- What were you thinking/feeling at the time?
- What do you think/feel about it now?
- Who else has been affected? How? How did this make people feel?
- How can you repair this (e.g. relationships, damage)? What needs to happen to put things right?
- What could you do differently in the future?

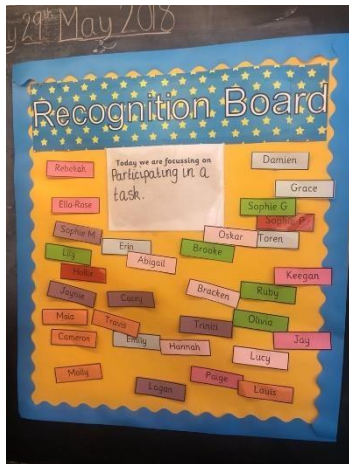
### I am feeling...



## Appendix D

### Recognition boards

(From 'When the Adults Change, the Children Change' by Paul Dix) A recognition board is the simplest way to shift the culture of your classroom



It doesn't mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you **do** want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try "One voice" for classes constantly talking over each other. Or "speak politely" to emphasise manners or "hands and feet to yourself" for those who give them to others

too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be "accurate peer feedback" or "persuasive language" or "show working."

When you see the children demonstrating the behaviour well, write their name on the board. The recognition board it not intended to shower praise on the individual. It is a collaborative strategy. **We are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

**Even pupils who have received private sanctions can be caught demonstrating positive behaviours.** One doesn't cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. **We live with the fact that there are two separate incidents that have distinct outcomes.** Yet in many classrooms (and in many homes) the wires are have become crossed and behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

## Appendix E

- Praise Certificates
- Headteachers Awards
- Wow Cards
- Values Certificates
- Stickers

