Behaviour Policy

Date approved	July 2022	Approved by	Resources
Review cycle	1 year	Signature	
Date for review	July 2023	Author	Emmet Bunting

1. Statement of Intent

The Kingsmead School and Newton's Walk (the school) values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its respective core values of RESPECT and SHINE.

The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school's approach to positively managing behaviour is defined by a non-punitive approach. The school acknowledges that all our pupils have specific needs relating to their social, emotional and mental health. It is widely understood that all behaviour is a form of communication. Only in the most serious of cases are sanctions enacted to help pupils understand the gravity of their actions and/or to safeguard the welfare of others

Our intention is to explore individual behaviours and vulnerabilities and to understand what support will help pupils to reduce anxiety within clear, consistent guidelines.

The school aims to support, encourage and enable pupils to behave in a socially acceptable way both at school and in the wider community as a vital preparatory phase on a pupil's pathway to independence and lifelong success

2. Responsibilities

The Governing Board has overall responsibility for
- the monitoring and implementation of this policy
- handling complaints outlined in the school's complaints policy

The Executive Head Teacher is responsible for
- establishing the standard of behaviour expected by all pupils
- determining the school rules and sanctions
- reporting on incidents and the implementation of this policy to the governing board

All staff are responsible for
- setting high expectations for positive behaviour
- adhering to the Teacher's Standards
- being aware of the individual needs of pupils
- reporting all behaviour incidents in line with the school's MIS system (SIMS)
- adhering to this policy and the Behaviour Management Supporting Document to ensure a consistent approach

Pupils are responsible for
- their own behaviour

Parents and carers are responsible for
- the behaviour of their children both in school and outside of school

- supporting the school on attendance and punctuality by notifying the school of any absences or lateness
- notify the school of any factors which may affect the behaviour of their child
- support their child by attending regular reviews, open days and other meetings

3. Principles

In order to achieve our respective visions of 'RESPECT' and 'SHINE' it is essential that the school environment promotes a feeling of inclusion, safety and support by adhering to the school behaviour policy.

As a school, we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations

Table 1

Rights	Responsibilities
▪ To be treated with respect. ▪ To feel safe (emotionally and physically). ▪ To make mistakes. ▪ To be treated courteously by ALL members of the school community. ▪ To be listened to without being judged.	▪ To respect others and the school environment ▪ To behave in a way that does not cause risk or alarm to others ▪ To reflect on mistakes and allow others to make mistakes. ▪ To treat everyone courteously. ▪ To model courteous behaviour. ▪ To listen to others without prejudging.

4. Expectations

The school's vision and values are clearly displayed at all sites with an expectation that these will be explained and taught so that everyone understands their meaning. Reasonable adjustments, for understanding these rules will be made as appropriate and consistent with individual needs.

Many pupils arrive at Kingsmead having experienced considerable disruption and trauma. Allowances are made for pupils during this phase as they adjust to their new setting and building positive relations with staff based on mutual trust and respect.

We expect all pupils to be 'great today and better tomorrow'.

For those pupils who have consistently challenging behaviour it is expected that 'we never give up' – all pupils have a right to access learning and colleagues at all levels will explore all options on the route to finding strategies and initiatives that work best for individuals.

5. Effective Behaviour Management

Building and sustaining positive relationships between pupils and staff is the most effective form of behaviour management in the context of the school.

Where these relationships cannot be leveraged, in order to effectively manage behaviour, school staff will be expected to follow the Behaviour Management Supporting Document that gives clear guidance to staff for unacceptable behaviour and scenarios.

At the heart of effective behaviour management is whole school consistency and an understanding that managing behaviour is everyone's responsibility.

Positive staff-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow colleagues to understand their pupils and create a strong foundation from which behavioural change can take place.

6. The use of Reasonable Force

In some circumstances it may be appropriate for colleagues to use 'reasonable force' to ensure the safety and welfare of pupils and/or staff.

The use of Reasonable Force Policy outlines the schools philosophy and approach to the use of reasonable force.

7. Rewards

Every pupil has the potential to receive a positive 'point' for each session in the school day plus additional 'points' for exceptional behaviour. The collation of these 'points' will enable pupils to earn rewards.

The details of these rewards are clearly outlined in The Rewards Policy document.

8. Recording

Pupil behaviour (both positive and negative) is recorded using the school's MIS system (SIMS). All staff will receive training to ensure that this process is fully understood and that all behaviour is reported effectively.

SIMS behaviour data will be monitored by key staff to ensure that an incident has been followed up and a suitable consequence/reward has been given.

If a behaviour incident occurs, there is a duty for staff to record what has happened and also for this to be followed up by key staff. A detailed record of the incident, who was involved and responsive actions must be recorded on SIMS.

Follow up actions must also be recorded and incident status changed 'resolved' once a resolution has been implemented.

9. Restoration and Consequences

Restorative approaches are encouraged and supported for all incidents. Incidents of a more serious nature will incur a consequence. Possible responses are outlined in The Behaviour Management Supporting Document and will depend on the individual circumstance of the situation.

The school will seek to re-broker and engage with all stakeholders to resolve ongoing concerns. A child and/or their parent/carers will be encouraged to participate positively in these processes. However, the school has to consider the full range of contextual factors surround these circumstances and a lack of engagement in these processes will not result in further sanctions.

10. Exclusions

The school will only exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions have failed to be successful.
The following examples of behaviour may underline the school's decision to exclude a pupil:
- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a Weapon/harmful substances onto the premises
- Any incidents which breach the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to Injury

Pupils can be excluded on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented.

In all cases, the Executive Head Teacher or Head of Schools will decide which exclusion period a pupil will be subject to, depending on what the circumstances warrant.

In some circumstances the school may exercise its right to direct a pupil to receive off-site education to improve their behaviour. This will be in consultation with stakeholders and as part of strategy to avoid exclusion.

Please see the school's exclusions policy for more information on the school's use of exclusions.

11. Monitoring, Evaluation and Reporting

Trends and patterns in the type and number of incidents are monitored using SIMs. Heads of School and the Head of Schools evaluate this each half term. This informs leadership action and is reported to the Resources Committee

12. Legal Framework

This policy has due regard to all the relevant legislation and statutory guidance including, but not limited to, the following:
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Single Equalities Policy and Plan
- Drug and Alcohol Policy
- Exclusion Policy
- Complaints Policy
- Use of Reasonable Force Policy
- Search and Confiscation Policy
- Pupil Reward Policy

Annex A

Peer on Peer (child on child) abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports

Types of Peer on Peer Abuse

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Responsibilities

- All staff should maintain an attitude of 'it could happen here'
- Report to the DSL/DDSL immediately In the absence of the designated safeguarding lead, staff should speak to a member of the senior leadership team
- Report the incident on CPOMS
- Report the incident on SIMS

The Designated Safeguarding Lead or Assistant Headteacher will generally take the lead on the next steps. Which could include the following

- Phone Call/Meeting with parents
- Referral to external agencies which could include social care
- Discussion with pupils
- Reporting to the police

Annex B

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Managing reports of Sexual Violence/Sexual Harassment (SVSH)

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised

Staff should make clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.13 Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- Communication barriers and difficulties overcoming these barriers.

Responsibilities

- Staff should alert the DSL/DDSL to any report of SVSH
- Report the incident on CPOMS
- Report the incident on SIMS

The DSL will generally lead on these incidents and in collaboration with senior leaders discuss the following:

- reporting to external agencies
- report to the police where appropriate using the 2491596 C&YP schools guides.indd (npcc.police.uk) When to call the police guidance
- Social care referral