

# Kingsley Academy

## Behaviour Policy

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** our approach for responding and preventing behaviours that challenge
- Outline **the principles that we expect our students to uphold**
- Give an overview of the **responsibilities and roles** of different people involved with behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on:
  - [Behaviour in schools 2022](#)
  - [Reducing the need for restraint and restrictive intervention](#)
  - [Use of reasonable force in schools](#)
  - [Searching, screening and confiscation at school](#)
  - [The Equality Act 2010](#)
  - [Supporting students with medical conditions at school](#)
  - [Keeping Children Safe in Education](#)
  - [Suspension and Permanent Exclusion from Maintained Schools 2023](#)
- It also uses the:
  - [Special Educational Needs and Disability \(SEND\) code of practice](#).
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- The [2011 Education Act](#) amendments, namely, chapter 2, Part 10, subsection 6. This relates to the searching through digital files on confiscated items and powers granted to school staff to delete files "if the person thinks there is a good reason to do so".

### 3. Definitions

Some children can display challenging behaviour. Below are listed some examples of behaviours however the list is exhaustive, and our definition can also include other behaviours if they are having a negative impact on the person, their family, the learning environment, or the school at large.

- Physically aggressive behaviour,
- Self-injurious behaviour
- Physical challenging behaviour such as biting, spitting, hitting and hair pulling
- Pica (eating or mouthing non-edible items)
- Smearing.
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

### 4. Key principles of behaviour management

- Some children and young people (CYP) experience high levels of anxiety and stress. Providing a therapeutic environment in which students are understood and can develop is at the foundation of our approach.

- We recognise the importance of attending to the needs of the whole person, both physically and emotionally. Finding positive qualities and building relationships in which CYP feel secure is vital.
- Knowledge and understanding of children's specific needs and the area of difference is crucial. Challenging behaviour is viewed as a lack of skills in the key areas of communication, social interaction, and flexibility of thought. The teaching of new skills and re-enforcing appropriate behaviours is encouraged.
- It is understood that a CYP's sensory processing difficulties or sensitivities may impact substantially on their behaviour these include sensitivity to sound, light, smells, touch and taste. Other environmental conflicts e.g. staff, appropriateness of teaching style, resources, number of students, environment are given careful consideration to minimise difficulty.
- Assessing, analysing and understanding the functions of behaviour is at the core of our approach. Through analysis of incidents, antecedents and triggers, and the collection of data, patterns of behaviour may be established. Incidents can be tracked and monitored, and programmes developed accordingly through the use of Arbor.
- CYP are given secure boundaries, within which to explore and manage feelings and become self-regulating.
- All CYP at Kingsley Academy have a right to be treated with dignity and respect in all circumstances, irrespective of any challenging behaviour displayed.
- To create these relationships adults, need to be attuned, aware and show empathy to CYP through the appropriate use of voice and tone, and non-verbal means of communication e.g. posture, gesture, movement and touch. **The language used should be non-judgmental and must be kept to a minimum or cut out completely when a CYP is under stress.**
- We aim to encourage, through praise and positive attention, desired behaviour and limit interaction when a CYP is displaying less preferred behaviour. Some behaviour, however, cannot be ignored, aggressive behaviour against oneself, others, or the environment, must be clearly responded to.
- We need to create a safe environment that nurtures real emotional growth. We encourage CYP's to express their feelings within the safe boundaries.
- Staff should ensure that their presence is needed to display well-regulated, calm, and confident. In order to support CYP manage and regulate feelings within well-defined boundaries that are both firm and fair.
- Open communication between staff is an essential element for ensuring consistency for our CYPs. Willingness to share problems and ask for support from colleagues, line managers and SLT is promoted.

- Partnerships with families and carers are crucial to achieve consistent management across all settings. Effective, honest communication is vital to achieve a complete picture in order to enable us to support the CYPs fully.
- We are aware that Staff at Kingsley Academy are role models for behaviour within school. We believe in the importance of developing a shared value system. Our value system is based on friendship, respect, trust and empathy.
- We believe that learning there is a consequence for an action is a valuable life skill.
- We also acknowledge that initially many of our CYP use challenging behaviours as a means of communication and, may not have the ability to understand the cause and effect their behaviour has on others, but as this is such a large part of everyday living, we do try to teach these skills and understanding.
- Every CYP has rights and entitlements Written Statement of Behaviour Principles (*Appendix 2*) for examples of these. We acknowledge that in general, the more positive opportunities that are presented for meeting the needs of the CYP, the less likely violent or disruptive behaviours are to occur. When there is a mismatch between a person's needs and the opportunities and supports available to them, they are likely to become bored, frustrated, angry or simply confused.

## 5. Roles and responsibilities

### 5.1 The Governing Board

The Governing board is responsible for reviewing and approving the written statement of behaviour principles annually. The Governing Board will also review this behaviour policy in conjunction with the Headteacher.

### 5.2 The Headteacher

The Headteacher is responsible for annual formal review of the behaviour policy, giving due consideration to the school's statement of behaviour principles.

The Headteacher is also responsible for ensuring that the behaviour policy is being implemented correctly and for keeping the behaviour policy in line with legislation, DfE guidance and best practice.

### **5.3 The Assistant Head**

The Assistant Head (AH) will ensure the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The AH, alongside the Head of School, monitors all significant incidents recorded on Arbor. The AH will also monitor all behaviour data on Arbor.

The AH leads multi-agency meetings where professionals come to analyse data from Arbor in order to provide additional support and strategies to address specific individual needs.

The AH will lead the Safeguarding and Well-being Team in supporting class staff to find functions of behaviour and implementing proactive positive behaviour support for behaviours that challenge in order to teach more acceptable ways to address the unmet need.

### **5.5 All Class Staff**

All classroom staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents
- Using appropriate regulation strategies for each student e.g. if a student responds to oral regulation strategies offer crunchy foods in line with the school's healthy eating policy

The Safeguarding and Wellbeing Team and Senior Leadership Team will support staff in responding to behaviour incidents.

### **5.6 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Training

Staff at Kingsley Academy are given a wide range of specialist training in order to support out CYPs. All teaching staff must complete induction training in the following

- Introduction to Autism and ADHD
- Safeguarding
  - Everybody's business
  - Prevent
  - FMG
- SCERTs (Social-Communication, Emotional Regulation, and Transactional Support)
- PBS (Positive Behaviour Support)
- Using Behaviour Watch to identify patterns of behaviour

## 7. Codes of conduct

### 7.1 Staff:

Our staff are expected to:

- Read and follow the Staff Handbook
- Adhere to the Staff Conduct Policy
- Act respectfully and professionally

### 7.2 Student:

Our students are taught to:

- Be prepared for learning.
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the Academy.
- Make sensible choices and take responsibility for their behaviour.
- Avoid behaviour which puts themselves and/or others at risk.
- Respect themselves and others.
- Become positive and effective citizens.
- Support others in the community.

- Play an effective role in teams.
- Self-regulate and engage in mutual regulation

## 8. Hierarchy of responses within behaviour management

See Behaviour Strategies Appendix 1.

In all instances:

- Classroom management:
  - Calm/low arousal environment
  - Appropriate visual aids
  - Necessary visual structure
  
- Staff to be familiar with all relevant behaviour and communication paperwork for the student under their care
- The language used should be non-judgemental and must be kept to a minimum or cut out completely when a student is under stress.
- Respecting and validating a child or young person's means of communication (See Communication Policy.)
- All CYP at Kingsley Academy have a right to be treated with dignity and respect in all circumstances, irrespective of any challenging behaviour displayed.
- On no occasions do we consider our students to be 'naughty' or require 'punishment'. We do however recognise that our students need to understand that their behaviour has consequences in order for them to make sense of the world and how their actions impact on this.

Some instances:

- Vacate room of other students and/or staff
- Withdrawal to a safe separate space
  - Imposed
  - Autonomous
- Targeted interventions
  - Personalised Zones of Regulation

- Wellbeing Team
- Behaviour contracts

Extreme Instances:

- Restrictive Physical Intervention
- Fixed Term Exclusion

### **8.1 Withdrawal**

For a student who may become out of control the first option to de-escalate is to give space either inside the class or in the outside areas. (See 'Guidance on the use of Force' section – De-escalation techniques and [Reducing the need for restraint and restrictive intervention](#), 5.15-5.25). If this is not possible, the use of the Quiet Room may be appropriate to ensure the safety of the individual and others around them.

There are some occasions when it is appropriate to escort a student to a safe separate space (quiet room/outside space) for de-escalation. On such occasions, the student's behaviour may have become too disruptive and dangerous for the safety of other students or staff and of the student themselves. The use of the imposed withdrawal should be clearly indicated as a reactive strategy in the students Positive Behaviour Support Plan which is shared with parents.

If it is likely that the student will not remain in a safe separate space and continues to present significant risk to self or others or property, it may be necessary to prevent them exiting that area. Under no circumstances must doors be locked or bolted. A quiet room form must be completed as a record. In exceptional circumstances the handle may be held for a prolonged period; when this occurs, it must be brought to the attention of senior management for further guidance.

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Putting themselves at risk e.g. absconding from the school premises

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded on Arbor and reported to parents

Physical restraint can be performed by any member of staff as part of a duty of care to keep a young person safe.

### **8.3 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.4 Confiscation**

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate

If an electronic device is confiscated, we may need search through its file/data and delete anything deemed inappropriate providing there is sufficient reason to do so using power granted in the Education Act 2011.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.5 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on a school trip or on the bus on the way to or from school.

## **9. Rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Individual rewards
- Students of the week
- Certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Not gaining a reward
- Expecting work to be completed at home, or at break or lunchtime
- Referring the student to a senior member of staff
- Phone calls or emails home to parents
- Agreeing a behaviour contract
- A visit from the local community police officer

## **10. Malicious Allegations**

If after an investigation an allegation is found to be malicious in its intent, it will be reported on CPOMs and a record will be made on their positive behaviour support plan.

## **11. Student support**

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Assistant Head will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **12. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### 13. Student transition

To ensure a smooth transition to the Academy, we encourage the home school and the parents and child to visit us so that we can all meet and get to know each other. This is their chance to look at our setting and decide what they would like to do. It also helps us to identify any support needs that they have so that we can ensure a smooth transition.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to relevant staff upon their return

N to their home school and we require the same at the beginning of their journey with us.

### 14. Monitoring arrangements

This behaviour policy will be reviewed by the AH, Headteacher and Governing board every year. At each review, the policy will be approved by the Headteacher.

### 15. Recording Behaviours

All **Significant Behaviour Incidents** should be recorded on Arbor using the Significant Behaviour form.

- A Significant Behaviour is an incident that **involves a student significantly hurting themselves or others which requires a council form to be completed and/or where substantial mark or injury occurs or there is intent.**
- A Significant Behaviour is also an incident involving **restrictive physical intervention or positive handling that is not recorded on the individual students' positive behaviour support plan.**
- A Significant Behaviour incident can also be **substantial damage to property or absconding.**

Any questions regarding whether an incident is significant or how to record it should be referred to SLT.

Behaviour that is not defined as significant by the above criteria that may need to be recorded for future reference can be recorded using the **Behaviour of Interest** form. These include, but not are limited to:

- Incident in which a student displays a **new behaviour** that may need to be tracked for an agreed amount of time and then added to risk assessments and/or PBS plan.
- Incidents that involve a **student or staff member receiving an injury** that doesn't leave a significant mark, substantial damage to property or require a council form
- Incidents that may need to be referred back to try and establish a **pattern of behaviour** or to record a successful or unsuccessful **behaviour management technique**.
- Incidents involving behaviour that may appear on a PBS plan but are severe enough to record individually.
- Peer on peer incidents (not deemed as significant).

## 16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

## Appendix 1: Behaviour Strategies

Students needing targeted strategies and above will have a positive behaviour support plan.

<b>Universal</b>	<b>Targeted</b>	<b>Specialist</b>
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<ul style="list-style-type: none"> <li>• Structure</li> <li>• Purposeful environment</li> <li>• Low arousal environment</li> <li>• Space</li> <li>• Regulation strategies</li> <li>• Distraction</li> <li>• Reward systems</li> <li>• Humour</li> <li>• Removal of people/objects &amp;/or change of face</li> <li>• Movement/physical breaks</li> <li>• Zones of regulation</li> <li>• Feelings and strategy cards</li> <li>• Time out offered</li> <li>• Reassurance</li> <li>• Processing time &amp; reduce language</li> <li>• Written requests</li> <li>• Social stories</li> <li>• Communication strategies (colourful semantics/visual aids)</li> <li>• Sensory strategies</li> <li>• Use of timers</li> <li>• Personal interests</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory breaks/programmes</li> <li>• Focused work on friendship</li> <li>• Focused work on sexualised behaviour</li> <li>• Focused work on inappropriate language</li> <li>• Focused work on emotional regulation</li> <li>• Time out directed</li> <li>• Comic strip conversations</li> <li>• Therapist interventions</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Educational psychologist</li> <li>• Social Care</li> </ul>
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## Appendix 2: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

*These principles are reviewed annually by the Governing Board and considered when devising the school policy.*