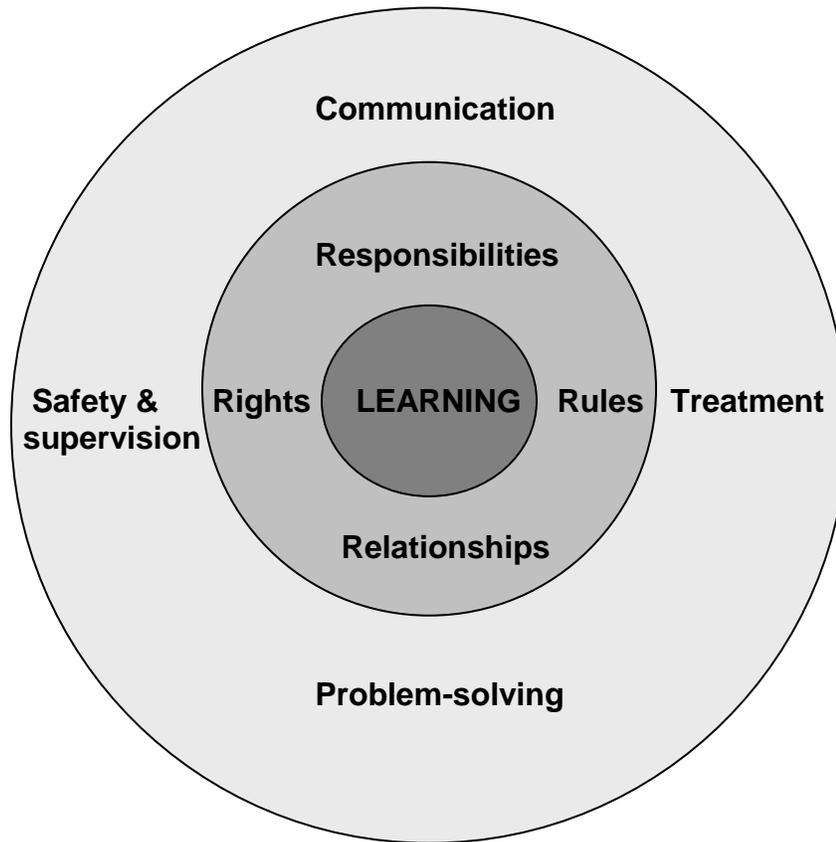# A Policy for Positive Behaviour at King's Cross Academy

A Policy for Positive Behaviour at King's Cross Academy

Communication

Responsibilities

Safety & supervision   **Rights**   **LEARNING**   **Rules**   **Treatment**

Relationships

Problem-solving

What are our key principles?

- We see behaviour as an aspect of learning rather than being separate from learning;
- We believe that when children are learning effectively and enjoy school, behaviour is automatically more positive;
- Our aim is as far as possible for children to have control of their own behaviour and take responsibility for their actions;
- We encourage children to evaluate their own behaviour and identify next steps;
- We emphasise children's possibilities rather than their limitations by focusing on successes, however small, and next steps;
- We aim to use the minimum level of intervention possible to support positive behaviour;
- We aim to be consistent in responding to disruptive or anti-social behaviour;
- We aim to be clear about what extreme behaviour means and to respond to it proportionately;
- We value work with parents to support children in developing positive behaviour.

How do we put these principles into practice?

1. Everyone at the Academy emphasises a positive approach (focused praise, celebrating success etc);

2. The Restart system, (details below) which should be as emotionally neutral as possible, provides a safety net;
3. We must ensure classroom systems are watertight e.g., tracking sheet, the use of the MIS to record behaviour and report to parents, star charts, certificates etc;
4. We use the 'language of choice';
5. There must be consistency in response so that children don't have to 'test out' what happens;
6. We should pay careful attention to transition times when more routine and structure is often needed (e.g. when moving from the classroom to the playground);
7. There must be effective supervision of children (e.g. on the stairs) and monitoring of any unsupervised time (e.g. monitoring of toilet visits - one at a time; children sent with messages etc);
8. We need to decide on specific strategies for children with more complex behaviour issues and stick to them – a written behaviour plan should be circulated to all those who need to know (see appendix);
9. We must ensure that the anti-bullying policy is known, understood, supported and implemented;
10. We encourage the use of peer support to help with minor difficulties: peer mentors, play leaders;
11. We enable parents and children to access school support systems where necessary through the SENCO: counselling, mentoring;
12. We must ensure there are effective systems in every class for supporting supply and PPA teachers: notice board, referral slips, timetable, groupings, tracking sheet available etc;
13. We will respond to very extreme behaviour fairly, treating each case individually.

Positive Approaches to Behaviour

Praise:
- Focus praise on the behaviour rather than the child e.g. 'I like the way you helped that young child up when they fell over' rather than 'good boy!';
- Develop a culture of noticing success – children are used to giving each other positive feedback ;
- Encourage parents to praise the aspects the child is working on

Celebration:
- Celebration of success needs to be specific about what has been achieved and how;
- By celebrating success publicly, children will be more likely to notice their own successes;
- Positive phone-call home;
- Mention in class or assembly.
- Star of the Week in assembly;
- Outstanding Achievement Awards and letter home;
- Visits to other staff to celebrate a particular success.
- Postcard home

Rewards:
- The key with all rewards is to emphasise what has been achieved rather than the reward. Ideally, the sense of fulfilment in achieving something would be reward enough.
- The danger is that children gear their behaviour to gaining rewards rather than because they see the intrinsic value in behaving well for their own learning.
- It is best if rewards are seen more as an opportunity for celebrating an achievement.
- Certificates for various specific achievements.

The language of choice:
- If the child has a degree of control over the situation, they are more likely to respond constructively.
- By presenting children clearly with their own choices about their behaviour, the adult ceases to be the main focus of attention. Instead, the behaviour itself becomes the focus.
- This also de-personalises the situation. It is not you choosing to punish the child; it is the child choosing to behave in a certain way resulting in a known consequence.
- Language that can be effective includes: 'It's up to you now…'; 'You can either do X or Y, it's your choice', 'You can choose what happens next', 'I'm going to let you decide what to do next', 'You know what the consequence will be so think carefully and make a choice.'
- Some children need the options set out for them in order to make an informed choice: e.g. 'You could choose to do X or Y', 'If you choose X then Y will happen, if you choose A then B will happen.'
- The tone of voice is important in presenting children with their choice; it should be neutral and not over-emotional. The message is that whatever the child chooses to do is not a personal matter but is practical: 'You have chosen X so now Y will happen.'
- Children need to be aware of the boundaries of choice: they don't have unlimited choice and it would be unhelpful to pretend otherwise.

The Restart System (Year 1 – 6)

Establishing expectations:
- Once in the Restart area, children can still receive consequences for continued poor behaviour: reminder – sit alone – letter from Restart – exclusion. The Head must always be consulted before exclusion is considered.
- Key Stage 2 Children must complete approximately 2 hours if they are sent to Restart and Key Stage 1 children approximately 1 hour. This means that if a KS2 child was sent at 11.30 am they would stay there until about 1.30pm. However, the Teacher / TA in charge can decide that they are not ready to return to class or that it is better to wait until the start of the next session to return.
- The Restart area (located in one of the small group rooms) is intended to be a neutral space, neither punitive nor pleasant. The element of punishment in this system is the fact that the child is away from their classmates. It is vital that children should complete work to a satisfactory standard whilst in Restart.
- Classrooms should have the various forms and letters easily accessible. Tracking sheets should be stored in a file for future reference and recorded on the MIS (they can provide valuable evidence when thinking about patterns in children's behaviour, or in showing improvement/ deterioration). The tracking sheet should be kept on a clipboard and readily accessible.
- In every class, there is only one main rule: ***'To help ourselves and each other learn.'*** If children are following that rule, then behaviour ceases to be an issue.
- At the beginning of each year, every class needs to discuss what the rule means and whether any further guidance is needed (e.g. 'we listen to each other', 'we respect each other's property' etc).
- The rule and any guidance need to be reviewed periodically with the class so that they are not forgotten. Further guidance can be added e.g. if there are specific issues in the class.
- The class also needs to talk through the Restart system to remind themselves of the consequences and to demonstrate that the expectations have not changed.

The Tracking Sheet and the five stages:

- Every class must have a tracking sheet accessible to record the consequences that children receive.
- Consequences must also be recorded on the MIS next to the pupil's details. These details will also be available to the parents on the MIS parental portal.
- The child's name is recorded and further consequences circled as necessary.
- There are five stages within the Restart system:
  1. **Reminder** – an adult reminds the child of the need to 'help yourself and others to learn' and explains what behaviour is getting in the way of this.
  2. **Time out in class** – the child spends 15 minutes sitting apart from the rest of the class thinking about how to improve their behaviour in order to focus on learning. In each class, there should be a designated time-out area and agreed routines e.g. '…you sit down, calm down then think about how to turn your behaviour round.'
  3. **Time out in another class** – the child spends 15 minutes in another class within the Phase. The child takes a stage 3 slip which the receiving teacher completes to say whether the child behaved appropriately during the time-out.
  4. **Sent to Restart** – if the child is in Key Stage 1, they spend 1 hour in Restart. If the child is in Key stage 2, they spend 2 hours in Restart. Once in Restart, the child will be asked to complete a reflection form explaining what went wrong and how they would try to do better in a similar situation next time. There is a Restart supervisor who will support the child in thinking about their behaviour and learning. Within 15 minutes of any referral to Restart, work must be sent from class to be completed. The Restart room is a neutral space; the focus is on reflection and then on learning. The parent is telephoned when children are referred to Restart; this is to seek to build a close working relationship and to ensure that information about what has happened is passed directly from school to home. It is important for the child to see that school and home are communicating and working together to resolve any issues.

Note: For EYFS, this system is adapted slightly as children do not (except in rare cases agreed with the SLT) go to Restart.. At the fourth stage, a Senior Leader is called.

Refusal to go to Restart:
- If a child refuses to go to Restart, they should be reminded that if they do not go a Senior Manager will be called. Once the Senior Manager has explained the situation and the child is still refusing to go to Restart, the Headteacher should be called. If the child still refuses, the Headteacher will consider exclusion.

Restart and Extreme Behaviour:

At the Academy, extreme behaviour is defined as:

i. **Extreme insolence to an adult, once usual consequences have all been given and a range of strategies tried:**
- swearing directly at an adult;
- persistent 'answering back';
- refusal to follow instructions;
- aggressive body language.

ii. **Aggression towards other pupils:**
- physical violence that causes or places another child at risk of injury;
- extreme verbal aggression towards other children.

iii. **Discriminatory language:**

> *Nb All discriminatory language must be challenged. Children must go to Restart where the issue will be logged and investigated (using the extreme behaviour record sheet). Where children are unaware of the impact of their language, this can be discussed without a sense of punishment.*
> sexism;
> racism;
> homophobia.

iv. Willful abuse of property or work:
> damage or attempted damage of furniture, doors etc.;
> defacing or destroying other children's work or property;
> graffiti;
> vandalism e.g. abuse of the toilets.

- The context of extreme behaviour - where? how? why? - needs to be noted on the 'Extreme Behaviour Record' sheet (see appendix) e.g. a child being insolent under their breath is not necessarily equivalent to public and direct defiance.
- The first priority in any extreme situation is to calm down the situation and ensure the safety of those present. If you are concerned about the physical safety of those present, send for a senior manager.
- Staff need to seek to defuse difficult or dramatic situations by remaining as calm as possible and viewing the behaviour as a problem to solve rather than a personal matter.
- As with all behaviour, the aim is to use minimum intervention in order to help the child improve their behaviour in future.
- If children display extreme behaviour, they can be referred directly to Restart without going through the five stages.
- A Restart referral form must be used (see appendix below).

Exclusion

- We recognize that exclusion from school in itself is rarely effective in improving the behaviour and learning of the child concerned; more often, it can reinforce a sense of failure and rejection whilst further alienating the parents. As such, we do not take exclusion lightly.
- However, certain behaviours are likely to result in exclusion due to their seriousness.
- Exclusion from school is primarily concerned with giving a clear message to the child concerned and to other children about what is acceptable.
- **Only the Head, or Deputy in his absence, has the authority to exclude children from school.**

- **The Head will consider exclusion if:**

  > a child in Restart has received 4 consequences, including take-up time, and still refuses to follow instructions;
  > a member of staff or another child is injured intentionally;
  > there is extremely offensive racist, sexist abuse of an adult or another child;
  > a child shows persistent extreme behaviour.

- The Headteacher is not in a position to exclude children from school unless it is beyond reasonable doubt that the child was responsible for the extreme behaviour. In such cases, detailed investigation may be needed before any decision is taken.
- Exclusion of children with Special Educational Needs, children on the Child Protection Register or Looked after Children is particularly controversial and must be backed up by a watertight case

which has fully considered the impact of exclusion on the child's life chances.
- As a school, our aim is to find alternative ways forward rather than resorting to exclusion if at all possible, though for certain behaviours exclusion is the likely outcome.

Restart and children with more complex behavioural difficulties:

- A small number of children do not respond to the restart system immediately as they have identified behavioural difficulties and may be statemented or on the Code of Practice for SEN. They need an adapted approach that seeks to reintegrate them into the whole school system as soon as possible. The guiding principle is what will be effective in achieving more successful behaviour management by the child. These children should have a clear behaviour plan which sets out the targets and strategies for them (see appendix below) which is circulated to relevant staff.
- The plan should also indicate the most effective ways for staff to respond to the child.
- Where possible, such children are included in the Restart system. However, there may need to be adaptations to the system e.g. where a child is unable to understand Restart or manage themselves with other children in Restart. Alternatives include spending time with the SENCO.
- The SENCO will develop such behaviour plans in consultation with staff and the Head. Unless there is a behaviour plan stating otherwise, all children are assumed to be part of the Restart system with similar expectations or their behaviour.

The Use of Reasonable Force

The 2006 Education Act confers members of staff at a school with the legal power to use reasonable force.

Whilst the use of reasonable force will always require personal and professional judgement, at Kings Cross Academy staff will only use this power on extremely rare occasions, as a last resort or emergency and when other strategies have either been exhausted or would not be appropriate to the situation.

When the use of reasonable force is required it is always within our ethos of providing care, support and safety for our pupils

Examples of such situations include:
- Intervening when a child is harming or endangering (or at risk of harming or endangering) him/herself
- Intervening when a child is harming (or at risk of harming or endangering) another child or member of the school community
- Intervening to prevent serious damage to property

In all occasions the use of force will be reasonable and proportionate to level of the risk involved and for the minimum amount of time necessary. Should such a situation arise parents/carers will be informed the same day and details of the incident, including context, those involved and resolution/outcome, will be recorded. Should a child require the use of reasonable force on more than one occasion, an individual behaviour plan will be developed and discussed with parents/carers.

All staff will be trained in the use of reasonable force.

Restart and Play Times and Lunchtimes:

'To help ourselves and each other play safely'

- Play times and lunchtime incidents are kept completely separate from classroom incidents. This is because we need to give children the message that nothing can interfere with learning time. The playground is also a very different environment to the classroom. Consequences for playtimes:

  - Reminder
  - stand by wall next to the main gate for 5 mins
  - Sit on the circular seat under the playdeck for 10 mins
  - sent to Restart area for the rest of that play and will be asked to return the next day

- When the Academy is full a Behaviour Support Assistant will be in the playground every lunchtime to monitor how children are interacting and support appropriate play.
- Midday Supervisors/ TAs should refer children to the teacher if they have a concern e.g. a quiet child or a child who is finding it hard to make friends.

Monitoring

- Phase Leaders monitor behaviour within their Phase and should raise any issues or requests for support with the Senior Leadership Team.
- The SENCO monitors the Restart system and reports to the Senior Leadership Team.
- The SENCO monitors the behaviour of children with more complex needs in liaison with the class teacher.
- The Senior Leadership Team monitor behaviour across the school.

Evaluation

- The Governors' Conditions for Learning Committee considers behaviour and receives reports from the Head.
- The Governing Body receives reports termly from the Head as well as details of any exclusions.
- Levels of harassment are monitored and reported to the Governing Body.

References informing this Policy

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- 'Managing Teacher Stress', William Rogers, Pitman, 1996.
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- 'Let's Mediate', Hilary Stacey and Pat Robinson, Lucky Duck, 1997.
- 'Assertive Discipline', Lee Canter and Marlene Canter, LCA, 1992.
- 'Tomorrow's Schools – Towards Integrity', Chris Watkins et al, Routledge Falmer, 2000.
- 'Designing the Learning-Centred School', Clive Dimmock, Falmer, 2000.
- 'The War for Children's Minds', Stephen Law, Routledge, 2006.
- 'Mindset', Carol Dweck, Random House, 2006.
- 'Making Learning Whole', David Perkins, Jossey-Bass, 2009.

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Document Control

Written by	Emyr Fairburn
Ratified by Governors	October 2017
Date for Review	May 2018
Signed – Chair of Governors	
Signed – Headteacher	

King's Cross Academy Personal Behaviour Plan

Name of Child:	
Class:	
Age:	
SEN Stage:	None / School Action / School Action Plus / EHIC
Home Language:	
Key Person:	

Current key issues in behaviour/emotional development:

Current targets and review dates:	Review 1	Review 2	Review 3
• •			

Current strategies (classroom, playground, around school)	Monitoring (Who? How?)
• • •	

Home-school communication (e.g. home-school book):

Views of parents/carers:

Involvement of other staff:

KEY STRATEGIES FOR STAFF NOT DIRECTLY WORKING WITH _____:

Please ensure these strategies are circulated during briefings to inform other staff members. FM to inform mid-day supervisors / catering staff

Love Learning Together

King's Cross Academy

RESTART REFFERAL FORM

Child's Name	
Class	
Date	
Referred by	
Time of referral	
Work sent	**Yes / No** (if no, work must be sent within 15 mins)

PLEASE COMPLETE SECTION A OR B

A: I have referred this child to Restart because he/she has received 5 consequences in one day (note briefly why each consequence was received):

1. Reminder _____

2. Time out in class _____

3. Time out in another class _____

4. Letter home from teacher _____

5. Sent to Restart _____

B: I have referred this child to Restart because he/she has shown extreme behaviour (tick the behaviour concerned):

2. Extreme insolence to an adult e.g. swearing at an adult, continued answering back. ___

3. Aggression towards other pupils ___

4. Intentional racism or sexism ___

5. Wilful damage of property or work ___

Brief description of incident/behaviour:

FOR RESTART USE ONLY:

Restart Supervisor	
Child Co-operative	Yes / No
Time to Calm	
Further consequences required in Restart (tick if needed):	1. Reminder ___ 2. Time out ___ 3. Letter home from Restart ___ 4. Referral to Head to consider exclusion ___
Parent contacted:	Phone / Letter
View of Parent:	
Child's response	

Details recorded on MIS:	Yes / No
Notes	

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King's Cross Academy

Extreme Behaviour Record Sheet

Child's Name:		Date:	
Age:		Class:	

Incident:						
Insolence		Aggression		Discrimination		Property damage	

Recorded by:			
Parents Contacted	Yes / No	Date:	
Victim's Parents Contacted:	Yes / No	Date:	
Incident Recorded on MIS	Yes / No		

Child's Name:			Date:	
Age:			Class:	

Incident:					
Insolence		Aggression		Discrimination		Property damage	

Recorded by:			
Parents Contacted	Yes / No	Date:	
Victim's Parent's Contacted:	Yes / No	Date:	
Incident Recorded on MIS	Yes / No		