Kennington Park Academy

Behaviour Policy

Review date: September 2020

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│              Kennington Park Academy - Mission Statement            │
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│  Our primary aims are:                                             │
│  •       To offer a secure and carefully structured environment,    │
│          where referred/disaffected and/or permanently excluded    │
│          pupils develop as confident and independent learners able │
│          to achieve their best outcomes.                           │
│  •       To facilitate and support the successful support and      │
│          transfer of pupils into schools.                          │
│  •       To promote the values of citizenship, courage,            │
│          friendship, equality, determination, inspiration, mutual  │
│          respect and tolerance                                     │
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1.0 BEHAVIOURIAL AIMS

1.1 The staff within the academy expect all pupils to behave in a manner similar to that expected of pupils in mainstream schools in order to:

♦ Allow pupils to be able to be supported back into schools
♦ Enable pupils to achieve their best in all areas of the curriculum

1.2 These will be achieved through –

❖ A clear, explicit structured day reinforced by routines
❖ A clear system of consistent rewards and sanctions
❖ Consistent expectations from staff
❖ The development of a good, trusting relationship with staff
❖ Access to an appropriate broad and balanced curriculum that is differentiated according to specific needs
❖ Raising self esteem
❖ Developing a good, working relationship with parents/carers and outside agencies
❖ Staff offering a good role model of co-operative behaviour
❖ Specific interventions –e.g. 1:1 and group therapeutic sessions
❖ A focus on nurture, consistency and high behavioural expectations
❖ A clear termly focus on our academy-wide Social Independence Scale aspects – Managing Myself, Resilience and Communication

1.3 And by encouraging pupils –

❖ To behave in a socially acceptable manner
❖ To acknowledge the rights and responsibilities of others as well as their own, as set out by the Rights Respecting Schools protocol
❖ To reflect on and better understand their own behaviour and communication requirements/needs
❖ To exercise greater self-control and raise levels of independence to self-manage behaviour based on their 'Social Independence Scale' targets

2.0   EQUAL OPPORTUNITIES

2.1 In agreement with our Disability Equality Scheme and Accessibility Action Plan, our Equality Statement SEN Policy staff from the Kennington Park Academy believe that all children irrespective of class, ethnicity, gender, religion, or special educational needs should have equal access to all areas of the curriculum offered. Our Academy's policy should take account and make use of the cultural diversity within our setting and we aim to develop the potential of all our pupils including those with additional learning needs by:

- Addressing their social, emotional, mental health and behavioural management needs
- Targeting their areas of academic, social and communication difficulties
- Helping them to have more confidence in themselves
- Ensuring pupils/parents/carers with limited mobility have access to (and within) the building
- Being aware of the specific needs of the small number of girls who may be on roll at the academy at any given time.

3.0   PUPIL HISTORIES

3.1 Some of the pupils that attend the academy have been permanently excluded from mainstream schools. Some have been placed temporarily at the request of their schools. This serious measure will, in all likelihood, have followed a difficult and tempestuous relationship with individual schools, resulting in the pupils' education suffering quite severely. In addition, the children's self esteem and confidence as positive learners will have been damaged. This serious act – one of rejection – will need sensitive and skilful handling in order to prepare the pupils to transfer back into a mainstream or other appropriate placement or whatever setting is deemed appropriate. We aim to provide an appropriate setting to support and promote this.

4.0   RULES

4.1 In order to provide consistency throughout the academy our rules are discussed, developed and agreed by all stakeholders. At the beginning of each new term/week and sometimes session, the rules are re-affirmed with the pupils and reinforcement of the rules is applied each day. Rules are clearly displayed in each classroom and around KPA. References are routinely made to the displayed rules and their underlying purpose to reinforce expectations. Throughout the day, rules are regularly discussed with pupils as part of all lessons and systems.

4.2   OUR RULES

Our rules are positively phrased and focus upon learning and safety.

1. Follow instructions
2. Keep your hands and feet to yourself
3. Speak politely and show kindness
4. Stay on task
5. Allow others to do their work

5.0   REWARDS

5.1 We have a hierarchy of rewards that are used in conjunction with the system of sanctions. The most important strategy through which the aims of the academy are achieved is the full and proper recognition of achievement – both behavioural and academic. There are two main systems employed in the KPA. We have a commitment to emphasising the positive and always looking for opportunities to praise. **Firstly,** verbal praise is routinely used. Telephone calls (minimum 2 per class per week) and positive comments home (in the home school book) are used to inform parents and carers of good work and behaviour. **Secondly,** there is a formal system of rewards for staff to use:

3 TOKENS = 1 STICKER
20 STICKERS = completed sticker book = 1 CERTIFICATE
5 CERTIFICATES = SPECIAL KPA PRIZE

5.2 The tokens and stickers can be linked to targets in pupil's SEN Support Plans if necessary. The personalised photo certificates are unique to each individual. Two copies are made – one for the child to keep at home to show their parents/carers, and one which is displayed in the KPA. Extra assembly tokens are awarded at the end of each assembly by staff attendees. Also, stickers and tokens are routinely used throughout the day and across the sessions – for example, in the playground etc. Tokens are added to the class whiteboard daily token total. Stickers can be added or distributed as a specific separate reward. Stickers and Tokens are earnt so are not removed as a sanction.

5.3 We use SLEUTH and are awarding weekly certificates to pupils in each class who have the highest score for the focus/value of the week. These values are linked to our class values. Pupils receive a HT certificate for scoring the highest points from each class – this is presented in Friday a.m. assembly.

5.4 There are various other awards to pupils throughout the week.

- Good work and behaviour during the morning session will result in the pupils receiving their full play. There is also a weekly prize presented to a pupil who has concentrated successfully on a competition sheet or during 'Reading Week' thereby ignoring or avoiding any inappropriate behaviour.
- **Special responsibilities** in or out of the classroom may also be awarded to pupils showing particular progress in behaviour. We have developed a system of

prefects (year 6) and golden stars or monitors to which the pupils have been responding positively.

5.5 Although we understand, accept and use tangible rewards, it is our intention to make pupils independently able to manage their own behaviour. The ultimate aim is self-discipline with an increasing moral understanding of how their behaviour impacts in a positive or negative way on those around them.

6.0   SANCTIONS

6.1 Sanctions will usually be a planned and predictable consequence of the transgression of the agreed and displayed rules for the Academy. The system for this is as follows:

6.2   How staff help the pupils to behave:

1. Remind pupils of the rule/s.
2. Ask pupils to stop the inappropriate behaviour and let them know of the possible consequence/s in language that is accessible and easily understood
3. May give pupils a further warning (last chance)
4. Pupils miss some, or all, of break-time
5. Pupils may be sent out of class to a supervised area/behaviour support
6. Phone call or letter home
7. Reinforcing the requirement to end play positively
8. Staff to role model appropriate positive behaviour

7.0   ULTIMATE SANCTION

7.1   Staff, in agreement with the KPA team, can apply further sanctions that the negative behaviour warrants, such as, detentions after school, extended periods of missed play, loss of golden time and possible missing of activities due to health and safety reasons. De-brief is the forum to discuss these strategies and record the sanction/s on Sleuth.

7.2   At times, if necessary, the behaviour of the pupils may warrant a fixed term exclusion. However, at the KPA we aim to keep this response to a minimum, bearing in mind the previous histories of our pupils.

7.3   Permanent exclusion from a PRU /Alternative Provision is rare but this sanction will be used if necessary.

8.0 HOW STAFF OPERATE REWARDS AND SANCTIONS IN THE CLASSROOM

8.1 Each class has a whiteboard that has the visual display of the rewards and sanctions hierarchy. This can be adapted at the teachers' discretion.

	TOKENS (1stSTEP)	STICKERS (2nd STEP)	SANCTIONS
PUPIL NAMES	3 X TICKS/ MARKS = 1 X TOKEN	3 X TOKENS = 1 X STICKER IN STICKER BOOK	TIME OFF PLAY (MINUTES)
JANICE	T T	2 or S S	2
EVELYN	TT	1 or S	? (STAFF STILL DECIDING)
CLEVE	T	3 or SSS	4
VIDA	TT	2 or SS	10
DAVID	TT	5 or SSSSS	
		20 X STICKERS = 1 X CERTIFICATE 5TH CERTIFICATE = SPECIAL PRIZE	

8.2 The system of sanctions and rewards is made visual and explicit to the pupils by means of an up-to-the-minute display similar to the one shown above. The sanctions, shown as minutes to be taken away from the pupil's playtime can, to some extent be 'earned back' by an improvement in behaviour. This is known as a reparation system.

8.3 The amount of stickers earned is collated into an individual sticker book. This is kept in each classroom. The completed book (20 stickers) is to be given out with the pupil's certificate.

9.0 EXAMPLES OF STRATEGIES USED AT THE KPA

9.1 At the Kennington Park Academy we focus primarily upon **intervention, de-escalation and upon giving individual pupils the necessary skills needed to self–manage their SEMH needs in their current/future school placement and the local community.** Strategies are devised on an individual or collective need. The communication of strategies and dissemination of good practice are key issues when working with pupils with SEMH needs and the regular de-brief meetings usually provide the forum for this.

9.2   Examples of strategies used at the Kennington Park Academy:

- The **consistent application** of KPA's version of the **assertive discipline** systems – the visual system and use of the class whiteboards.
- **Distraction and humour**
- Using pupils as **role models** for their peers – this is done using as many pupils as possible throughout the day and on a formal basis via the Yr 6 Prefect and Yr's 1-5 'Golden Star' nominations.
- **Tactical ignoring of behaviour - this can only be done on a few occasions due to the nature of the pupils referred to the academy – it can inadvertently give the 'wrong message' to pupils and therefore cause more problems than can be solved.** When we use this strategy we ensure that we speak to the child about the issue/s later that day. This ensures that that child is able to reflect upon their behaviour and therefore modify their actions in the future. We also need to ensure that other pupils are aware of our strategy and don't think a peer is getting away with something.
- The use of '**take up time'** – time given to a child in order for them to modify their behaviour.
- **Choices** given to the child and also the fact that they are choosing the resulting reward/sanction based upon their choice of behaviour being clearly explained to them.
- **Contacting parents –** to discuss their child's behaviour – often with the child present. Refer to the appropriate section of this policy.
- **Restorative Justice** approaches.
- **Time Out** – in own or another class, in another room, in the Reflection Room – in order to think things through and solve problems.
- **'Formal meetings'** between pupils and the SLT – especially useful when two children are in dispute.
- **1:1 session/s with staff** – often on the pretext of carrying out a monitorial duty – this often allows the adult to talk to the child about issues in an accessible manner – and allows the child to discuss these issues openly and calmly using different ways of expressing their thoughts.
- **Positive touch –** holding a pupil's hand in the playground and/or around the building, patting a child on the back, shaking their hand to congratulate them – this can help a child feel better about themselves and therefore be in a better position to get their (sometimes very complex) emotional needs met via more appropriate methods.
- **Apology letters and other written accounts by pupils -** this teaches students to become more accountable.

9.3 This is not an exhaustive list of strategies used by staff, but an example of the very many varied ways that staff attempt to meet the needs of our pupils.

10.0   RESPONSIBILITIES OF THE KENNINGTON PARK ACADEMY STAFF TEAM

10.1 We as staff are aware of the fact that we are role models for our pupils. As such, we aim to:

- Model a polite and appropriate tone of voice.
- Model respect for each other and for our pupils.
- Model respectful language for children and parents/carers.
- Model the behaviour we expect to see from the children.
- Ensure when in support roles we work closely with the class team.
- Communicate with each other so that we are always clear of behaviour plans for children which can change at any given moment.
- Communicate with each other so that we are aware of behavioural difficulties experienced by individual pupils across a 'school day' –e.g. class teacher/Learning Adviser to be informed by other staff of issues in the playground / assembly etc, so that mistakes are not made in regard to rewards/sanctions.
- Use the same language to aid consistency.
- Be positive role models for the parents/carers.
- Understand the possible contributing factors to the pupils' behavioural difficulties.

There is a strong focus on awareness of the link between communication difficulties and social and emotional needs and presenting behaviours.

11   THE REFLECTION ROOM

11.1   Pupils who may require to be in a quiet space may be referred (and self-refer) to the Reflection Room. Pupils are supervised constantly whilst in the room. A record is kept of the room's use, on Sleuth. The purpose of the Reflection Room is to allow pupils to 'cool down' and to be ready to return back to a class as quickly as each situation allows. Pupils are aware that they can request voluntary time out at the discretion of members of staff and use the Reflection Room for this purpose.

12. CERTAINTY, PREDICTABILITY AND SECURITY

12.1 Pupils who have had a disruptive and fragmented school experience will usually need to feel secure and safe in order to learn and behave positively. They will need to feel that they are being managed effectively. This requires a school day which is structured around routines and predictable changes, both in the management of the KPA as a whole and the delivery of the curriculum. Also essential is the need for consistency from all staff in response to a variety of situations leading to a system of rewards and sanctions.

12.2 We recognise that all of our pupils need to experience a certain amount of change in order to cope better when back in school, and with the changes they

experience in other aspects of their lives. Therefore, changes are carefully managed through the curriculum and daily routines, in order to give pupils varied and safe experiences.

13   LINKS WITH PARENTS AND CARERS

13.1 We aim to foster mutually supportive relationships with our pupils' parents and carers. This is important because:
- Many parents/carers past experiences with schools may well have been unsuccessful in meeting their children's needs.
- Good working relationships with parents/carers is a key factor in raising self esteem and we endeavour to be welcoming to parents/carers in order to achieve our aim of co-operating with parents/carers
- We have a duty to keep parents/carers informed of their children's progress.

13.2   We endeavour to do this by:
- Each pupil having a home-school book taken home every day to keep parents/carers informed of day-today progress – parents/carers also are encouraged to read the entries and keep us informed and sign daily.
- Greeting parents/carers/escorts who bring their children at the start of every day and enquiring about their child's journey to the Kennington Park Academy.
- Regular meetings with staff.
- Formal written reports to parents/carers 3x year.
- Regular phone calls to and from home.
- Email messages and texts when required.
- Home-school agreements – a 'contract' for new admissions to record the expectations and responsibilities of the Kennington Park Academy, pupils and parents/carers.
- Having parent/carer representation on our Local Governing Body
- Encouraging parents/carers to drop in on a regular basis where appropriate or to see the Head teacher and visit their child in class
- Encouraging and supporting parents/carers to assume a more positive relationship with their child.
- Outside agencies to deliver parent-carer workshops.
- Offering informal support and advice in regard to the successful management of their child at home.
- Feedback from the parent/carer questionnaires.
- Ensuring all parents/carers are given a copy of our behaviour policy when their child starts at the academy.

14.0   USE OF PHYSICAL INTERVENTION

See separate KPA Physical Intervention Policy

15.0 RECORDING AND ASSESSMENT

15.1 Recording and assessment of behaviour is done in the following ways:
- All the staff record positive and negative behaviours using SLEUTH. This allows us to analyse a range of data.
- Initial assessment – a copy of the Behaviour Competencies form is sent to the previous school in order to obtain an initial behavioural profile.
- Weekly and termly SIS focus monitoring in conjunction with the PLT
- Termly updates of the Behaviour Competencies assessments by staff and analysis.
- These are linked to targets on SEN Support Plans and are also discussed at Pupil Progress Meetings.
- Reintegration reviews and information from schools when pupils are on a reintegration programme
- EHCP reviews and assessment
- Use of the home-school book
- Regular de-briefing sessions with whole staff
- Termly tracking reports to parents/carers
- Regular pupil self-assessment
- Learning walks
- Record of the use Physical Intervention (on SLEUTH)
- Analysis of playground accidents
- Behaviour support plans when necessary
- Monitoring of bullying and discriminatory behaviour

16.0   EVALUATION OF POLICY

16.1 This policy will be considered to be working successfully if:
- There is a calm and supportive working atmosphere in the classrooms and around the building
- Children conduct themselves around the Academy in an orderly manner
- Break-times are used constructively
- Children generally feel happy, confident and secure in the Academy
- Parents/carers are aware and confident in how the Academy operates the Behaviour Policy
- Pupils are making good progress in relation to our assessments of their individual needs
- Pupils show they have developed in confidence in the time they spend here and are better prepared for their next school placement
- There is a continued very low/no incidence of fixed term/permanent exclusions

Emma Ling (Behaviour and Attendance Lead)– November 2019

APPENDIX 1

GUIDANCE FOR USE OF THE REFLECTION ROOM

- Pupils who enter the Reflection Room will be recorded on Sleuth

- Reflection Room use and recording will be monitored by staff during de-brief meetings & at SLT meetings.

- Pupils use of the Reflection Room must be continuously supervised/monitored; their safety is of primary importance.

- Pupils must be encouraged to return to normal activities as soon as possible.

- A pupil should be initially asked frequently if he/she is able to return and follow instructions.

- Following behaviour recovery in directed T/O (Time Out) in the Reflection Room, pupils should be given sanctions for the primary misbehaviour which resulted in the need for T/O. Other restorative measures may be negotiated with the pupil.

APPENDIX 2

EXPLANATION OF TERMS

PSHE = Personal Social Health Education

T/O = Time Out

SLEUTH = PLT wide positive and negative behaviour reporting and tracking system,