



Positive Behaviour Policy

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King's Cross Academy's Rationale/ Policy Statement

At King's Cross Academy, we understand the close connection between wellbeing and behaviour. Through research in child development, neuroscience, and attachment theory, we grasp the direct link between positive mental health and academic success. When wellbeing thrives, children can fully realise their potential. By fostering secure relationships, children become more receptive to learning. Therefore, prioritising wellbeing lays the groundwork for our educational approach.

We acknowledge that behaviour serves as a means of expression. Thus, we take the responsibility to listen to children's needs communicated through their behaviour while establishing clear boundaries. We empower all stakeholders to recognise their rights and obligations, leveraging this awareness to cultivate resilience and manage behaviour constructively, enabling students to engage effectively in learning. Understanding how stakeholders can provide the necessary security and relationships to address individual wellbeing and mental health needs is essential in guiding students towards independence, resilience, and lifelong learning. However, we expect everyone to uphold the highest standards of personal conduct, taking ownership of their behaviour and encouraging others to do the same.

We also recognise that, for a minority of children, meeting our behaviour expectations may be challenging due to various factors beyond our standard provision – our "1% pupils." In such cases, these children will receive tailored plans to support their learning journey at King's Cross Academy.

As members of our King's Cross Academy community, we adhere to the values of being:
'Be Ready, Be Respectful, and Be Safe.'

Aim of the policy

- Create culture of exceptionally good behaviour: learning, community, life
- Ensure all learners treated fairly, shown respect, promote good relationships
- Refuse to give attention/importance for poor conduct
- Help learners take control, be responsible for consequences
- Build community valuing kindness, care, good humour, good temper, obedience, empathy
- Promote community cohesion through improved relationships
- Ensure excellent behaviour as minimum expectation
- Consistent whole school behaviour policy supported and followed by community, based on shared values
- Apply positive policies for safe, happy, productive learning environment
- Clarify distinction between minor and serious misbehaviour, range of sanctions
- Treat problems to achieve improvement in future behaviour
- Maintain caring, orderly community for effective learning, mutual respect
- Help children develop sense of worth, identity, achievement
- Help children become self-disciplined, accept responsibility, make positive choices
- Develop ability to listen, cooperate, appreciate other perspectives and behaviours

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no poorly behaved children, just inappropriate decisions at times of need or dysregulation.
- Encourage children to recognise that they can make better choices when emotionally regulated
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, self-discipline and confidence.
- Teach appropriate behaviour through positive intervention and adult modelling
- To create a positive and safe learning environment and wider school community

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



“When the adults change, everything changes” (Pivotal Education)

Consistency in practice

At King’s Cross Academy, we value consistency and are dedicated to maintaining it by adhering to the following principles:

- **Consistent language; consistent response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring ‘certainty’ at the classroom, playground and senior management level. Never passing problems up the line but teachers taking responsibility for behaviour interventions or incidences. This may involve seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent respect from the adults:** Regardless of the incident or situation that they are faced with.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers are role models for learning and emotional maturity.
- **Consistently reinforced routines for behaviour around the site:** In classrooms, around the school, at the front office and in the playground.
- **Consistent environment:** All adults understand and understand it is everyone’s duty to reinforce and model the behaviour values that we expect at King’s Cross Academy.

Expectations of adults in the King’s Cross Academy community

All staff at King’s Cross Academy must:

- Know, understand and follow the King's Cross Academy positive behaviour policy
- Meet and greet all children with a smile at the door at the start of the day
- Establish and maintain agreed routines
- Recognise children when they are behaving over and above and mark it with positive recognition
- Refer to 'Ready, Respectful, Safe' when talking about or reflecting on behaviour
- Model positive behaviours and build relationships with the children in our school community, not just in our own class.
- Respond to inappropriate or unacceptable behaviour with deliberate calm and a consistent approach. Also, correcting all negative behaviour in private, where possible.
- Use the King's Cross Academy script to scaffold difficult conversations with our students.
- Plan lessons that engage, challenge and meet the needs of all learners
- Identify and challenge **all learners** who are not following our school expectations
- Ensure that every child is given the opportunity to start 'afresh' for every lesson.
- Make sure that they are on time for their duties, remain vigilant and react to any incidences swiftly.

The Head Teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise and ?
- Support middle leaders in managing learners with more complex behaviours
- Ensure staff training needs are identified and met
- Use behaviour data to target and assess school wide behaviour policy and practice
- Support staff who are not consistently following the King's Cross Academy behaviour policy
- Support staff in managing children with more complex or challenging behaviours
- Regularly review provision for learners who fall beyond the range of written policies

The role of parents and carers:

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school Behaviour Policy as part of parent information events, and we expect parents and carers to attend and support them.
- We expect parents and carers to support their child's learning, and to support the implementation of our Behaviour Policy.

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. We then aim to work together rather than it being seen as a 'double punishment' for the child.
- If the school must use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher or member of the Senior Leadership Team.

Role of governors:

- The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour.
- Reviewing the effectiveness of the behaviour policy and ensuring it promotes the values set at King's Cross Academy.

King's Cross Academy's Expectations for the students:

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this:
- Ensure every pupil is informed about the school's behaviour standards, expectations, pastoral support, and consequences processes.
- Teach pupils their responsibility to adhere to the school Behaviour Policy and uphold rules to foster a strong and positive school culture.
- Encourage pupils to serve as role models for each other within the school, during school trips, and in the local community.
- Foster pupils' strong understanding of the Behaviour Policy by involving them in its development.
- Expect students to actively participate in the restorative process.
- Provide an induction process for all pupils joining the Academy mid-year to acquaint them with the behaviour culture.

Recognition for Positive Behaviour:

Celebration Assembly

Our weekly celebration assembly is held every Wednesday for students from Year 1 to Year 6. During this assembly, a teacher and teaching assistant choose two children to receive certificates based on their learning attitudes or outcomes for the week. Each certificate includes a description of why the child was selected, providing an opportunity for them to be celebrated and recognised by the entire school.

Starting in September 2024, there will be a particular focus each week linked to our toolbox (please see below for more information). This approach will allow children to recognise different positive behaviours associated with the various toolkit headings.

Postcards

We believe it's crucial to recognise individuals for their positive behaviour, and sending a postcard to their home address is an excellent way to achieve this. Every child has the right to feel excited and surprised by the unexpected postcard arriving at their house, celebrating a particular success they've achieved that week. It's a personal gesture, and any staff member can send a postcard home, but we encourage our staff to strive to keep it a surprise!

Behaviour Token

At King's Cross Academy, we understand and value the importance of recognition and praise. Therefore, we have 'behaviour tokens' from Year 1 - Year 6.

Each class has three buckets that are labelled with each rule '**Be Ready, Be Safe, Be Respectful**' and the adults are given coloured tokens to represent each rule. The principle is that any child who is modelling that rule is given a token and it is added to the class bucket. Once the buckets have been filled, the children are allowed to pick a class 'reward/experience' that celebrates their success. The reward/experience is decided by the class at the beginning of the half term, alongside the adults that work in the class, to make sure it represents the individual class interests and provides an incentive for the children to focus on. However, the reward could involve: an additional trip to a local park, class party, movie afternoon or a baking activity.

Senior Leadership Recognition

We also understand the importance of recognising individual children who are consistently going 'above and beyond' with their behaviour. Therefore, every half term, each teacher will pick two children in their class that have been consistently displaying the school values '**Be Ready, Be Respectful, and Be Safe.**' The children selected will be given the opportunity to vote for the treat that they would like to participate in and the activity with the most votes will be chosen. We will endeavour to make sure that this reward will be hosted by the Head Teacher or Deputy Head Teacher.

The children can select from the below options:

- Hot Chocolate off-site

- Special Lunch (hosted on a special table with special additions to their lunch menu)
- Host the celebration assembly alongside the Senior Leadership Team.
- Wear their own clothes for a day.
- Be a VIP for the day and shadow a member of staff.
- Receive a book voucher (visit a bookshop?)

Day to Day Behaviour Management Strategies:

Trauma Informed Practice

King's Cross Academy is dedicated to ensuring that everyone adopts a Trauma and Mental Health Informed Approach, which will safeguard all members of our school community – staff, children, and parents alike. There is a substantial body of research on the impact that Adverse Childhood Experiences (ACEs) have on long-term mental and physical health. We do not endorse a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. While we maintain high expectations of behaviour for all, we provide robust support to those who may struggle to meet these expectations. King's Cross Academy has adopted a broad definition of Adverse Childhood Experiences (ACEs) to encompass any event that is perceived as frightening, painful, or beyond control, where there is no available support to mitigate the impact of traumatic toxic stress.

Daily exposure to events such as divorce, loss of a loved one, family illness, exam preparation, or moving to a new house can be experienced as stressful or traumatic. As a result, adjustments may be made to ensure that every child's circumstances are taken into account, and we are supporting each child in the best possible way.

Zones of Regulation

By understanding and categorising their emotions into zones, using visuals with individuals can support them to learn to identify and manage their feelings effectively. The Zones of Regulation strategy provides tools and techniques for self-regulation, including sensory activities, relaxation exercises, and coping strategies, empowering individuals to navigate their emotions and behaviours in various situations. This approach is particularly beneficial in educational settings, as it helps students develop emotional resilience, improve social interactions, and enhance their ability to focus and learn.

King's Cross Academy Universal Consistencies

To ensure that every child is set up for success, we have established some universal expectations that allow the children to understand what is expected of them around the school, regardless of the adult directing the instructions.

Countdown:

To get the children's attention, we follow the 'countdown' method which involves counting down from 5 - 0.

- 5 - begin to finish what you are doing
- 4 - finish any conversations that you may be involved with
- 3 - put down any equipment that you may be using or remove any distractions
- 2 - body language is respectful and focused
- 1 - eye contact with the adult leading the countdown.
- 0 - listening and ready to engage with the next instruction.

Movement around the school

To make sure that the children are safe when they are transitioning around the school, the expectation is:

- We walk around the school quietly with indoor voices
- We follow the teacher's instructions and direction
- We walk on the left hand side of the corridor and stairs
- We are only in the school building if we have been given permission by a member of staff.
- We move around safely by watching where we are walking and facing the right direction

Playground Expectations

Our expectation is that the toolkit tokens are still applied in the playground and the adults on duty record any tokens to be issued and deliver the tokens to the individual classrooms after break/lunch with a short explanation as to why they have been given the token.

We expect the students to follow the below expectations:

- Treat others with kindness and respect.
- Use appropriate language and tone of voice.
- Keep hands and feet to yourself.
- Play safely and responsibly on all equipment.
- Follow instructions from supervising staff members.
- Share playground equipment and space with others.
- Resolve conflicts peacefully and without aggression.
- Line up quietly and calmly when instructed to return to class.
- Clean up after yourself and dispose of any rubbish in the bins provided.
- Remember to collect belongings such as bags, coats, snacks after playtime ends.
- Leave the playground tidy and ready for the next class to use.
- Report any safety concerns or accidents to a staff member immediately.

Behaviour Pathway (Appendix 4)

To deliver our behaviour pathway, we are committed to making sure we, the adults, are following the below:

- Using a gentle approach
- Always using the child's name
- Being on the child's level
- Maintaining eye contact

At King's Cross Academy, we believe that a child should have ownership over their choices but to empower them to make the right choice, it is essential that they are given the time to process what choice they are going to make. During each stage of the behaviour pathway, the child is given some time to consider their choices and self-regulate. If a child finds self-regulation difficult then additional support may be given by an adult to support their choice making and understanding of the situation.

Every adult working at King's Cross Academy is responsible for following each step and no step should be forgotten nor should escalation result in a step not being followed. However, if it is extreme behaviour then the steps may not be appropriate. In these circumstances, an adult should contact a member of the Senior Leadership Team for guidance and support.

Additionally, to guarantee that all staff members adhere to our high behaviour standards consistently, we've created specific scripts that all staff members have been trained on and are expected to follow at each relevant stage of the behaviour pathway.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Redirection	Gentle reminder/encouragement - this could be a non-verbal clue but draw the children's attention back to the task/behaviour expected.
Reminder	<ul style="list-style-type: none"> *I noticed you chose to ... (noticed behaviour) *This is a reminder that we need you to be (Ready, Respectful, Safe) *Is there anything I can do to support you with ... *You now have the chance to make a better choice. *Thank you for listening (walk away).
Warning	<ul style="list-style-type: none"> *I noticed you chose to ... (noticed behaviour) *This is the second time I have spoken to you about ... *If you choose to continue ... then you are choosing to ... (name the consequence). *Do you remember when ... (identify a positive behaviour). That is the behaviour I would like to see today. *Think carefully because I know that you can make good choices. *Thank you for listening (walk away).
Time out	<ul style="list-style-type: none"> *You have chosen to ... (noticed behaviour) and this behaviour has continued after I have given you a warning. *You now need to go to ... (partner class). *I look forward to seeing your completed work (show them the work – only accept questions about the work) *I look forward to seeing you in 15 minutes when you return to class. *Thank you for listening (organise an adult to take them to the class).
Repair	<p>At this stage, a restorative conversation is necessary but does not need to be recorded on the restorative record.</p> <p>Questions to consider using:</p> <ul style="list-style-type: none"> - What impact has this incident had on your learning? - What are you going to do differently next time? - What do you think you need to do to make things right?

Escalation Pathway

In the rare occasions that the behaviour pathway has not resulted in a positive outcome and an escalation is necessary, staff follow the below steps:

It is important to note that if a child's behaviour has escalated and they are now on the 'escalation pathway' then the parents will be informed.

Steps	Actions
<p>Step 1: Phase Leader Support</p> <p><i>If the child has SEND then please consult with the SENDco.</i></p>	<p>To make sure that the adult and child relationship is protected, the Phase Leader will support the adult but not take over at this stage.</p> <p>The Phase Leader may take the class so the adult can continue leading the behaviour intervention or be present whilst the behaviour intervention is happening.</p>
<p>Step 2: Phase Leader Intervention</p> <p><i>If the child has SEND then please consult with the SENDco. .</i></p>	<p>If the Phase Leader support has not been successful and learning time is being lost then the student will continue to complete their work alongside their Phase Leader. This will be for a maximum period of 30 minutes and will take place outside of the classroom.</p> <p><i>However, the Phase Leader will make a judgement about whether the child is regulated and is ready to return to the classroom after 30 minutes. If the student is not ready then they will stay with the Phase Leader until they are ready to return to class. During this time a key person will be nominated to stay with the child if applicable.</i></p>
<p>Step 3: Senior Leadership Team Support</p> <p><i>If the child has SEND then please consult with the SENDco.</i></p>	<p>If a further escalation is necessary, , the Assistant Head Teachers will support the Phase Leader with the behaviour intervention but not take over at this stage.</p> <p>The child will be reminded of the impact of their behaviour and what the consequence will be due to learning being lost. This could result in their work being completed during break/lunch time.</p>
<p>Step 4: Senior Leadership Team Intervention</p>	<p>The Senior Leader will take over the behaviour intervention and they will lead a further discussion about the behaviour. This will be based on the school script and the consequences may escalate.</p>
<p>Step 5: Head Teacher intervention.</p>	<p>Final stage, refer to the Head Teacher.</p>

Restorative Conversation

At King's Cross Academy, we believe restorative conversations with students are crucial for fostering a positive and supportive learning environment. We believe that they not only allow the students to reflect on their behaviour but it is also an opportunity to repair the relationship with the adult involved in the incident.

Restorative conversations encourage empathy and understanding by promoting active listening and perspective-taking. Students learn to appreciate each other's viewpoints and experiences, fostering a sense of community and mutual respect within the classroom. These conversations emphasise taking responsibility for one's actions and their consequences. Instead of simply imposing punishments, restorative approaches encourage students to reflect on the impact of their behaviour and to take steps towards making amends or finding solutions.

Regular restorative conversations help build positive relationships between students and teachers, as well as among peers. By providing opportunities for open communication and collaboration, they strengthen trust and rapport within the classroom community. Restorative practices promote a culture of respect, inclusion, and equity within the classroom. By valuing each individual's voice and experiences, they create a sense of belonging for all students, regardless of background or identity.

By addressing underlying issues and fostering a sense of accountability and empathy, restorative conversations can help prevent future incidents of misconduct or conflict. By building strong relationships and a supportive community, students are more likely to uphold positive behaviour standards.

Overall, restorative conversations are not just about addressing problems when they arise but also about nurturing a positive and inclusive learning environment where all students feel valued, supported, and empowered to grow academically, socially, and emotionally.

A restorative meeting between the child and adult will often be a quick chat at break / lunch to discuss and repair the incident and the below questions will be used to reflect on the incident:

- What happened? (Neutral, dispassionate language)
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in future?

This should be logged on the restorative record (Appendix 2) and uploaded onto Arbor under the incident. It is essential that the child has been listened to and their voice recorded.

If any actions need to be addressed to prevent this incident in the future then please record this on the restorative record (Appendix 2).

In some circumstances, a restorative conversation may involve a more formal meeting with SLT/ parents

Tracking & Recording Behaviour

We use Arbor Education as our School Management Information System (MIS) and we will upload and record all incidents that have resulted in communication with parents/carers. Where incidents happen in school, these will be communicated to parents either verbally (and recorded on Arbor) or in writing via email.

Extreme Behaviour & Suspension

Where more serious behaviour incidents occur, we will look to deal with each child consistently and subjectively (using a trauma informed lens) and in line with the incident and the individuals involved. We will also utilise the class Teachers, SLT, SENDCo and the pastoral team's knowledge of the child and consider previous incidents. Suspension is not a decision which is taken lightly and where possible, alternatives to a suspension will be considered in the form of a positive school community payback, e.g helping with lunch service, supporting SLT with different tasks or alternative arrangements for unstructured times of the school day.

An internal suspension will be given where possible over a suspension. Any decision to internally suspend a child must be made in conjunction with a member of SLT. Parents/carers will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes.

The Academy may explore alternative sanctions on an individual basis for any student if they believe it would be more beneficial based on their understanding of the student's personal situation. When considering these alternatives, the Academy will take into account their impact on overall consistency and perceived fairness.

Schools should assess whether the misbehaviour raises concerns about a pupil experiencing, or being at risk of, harm. If so, as outlined in Part 1 of Keeping Children Safe in Education, school personnel should adhere to the school's child protection policy and consult with the designated safeguarding lead (or deputy). Together, they will evaluate whether pastoral support, an early intervention, or a referral to children's social care is warranted.

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, we will work alongside parents/carers to agree targets and building in steps to success are key.

The Academy's suspension procedure consists of different stages:

Stage 1: Decision to suspend

A decision to suspend must be lawful, reasonable, fair, rational and proportionate. For a suspension this would normally be used for:

- For a major first offence, such as serious actual or threatened violence, criminal damage to academy property, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a pupil to remain in the school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff, or of the pupil themselves.
- More usually it follows a series of breaches of the school's disciplinary code and after a range of strategies to resolve the pupil's disciplinary problems have been tried and have failed.
- When the behaviour of pupils outside the school is such that it can be considered as grounds for suspension.

A decision to permanently suspend a pupil can be taken:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy;
and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

- A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be suspended permanently.

Stage 2: Suspension procedure

On suspending a pupil, the Headteacher must immediately notify parents of the period of the suspension and the reasons for it. A written confirmation of the reason(s) for the suspension will also be sent to the parents/carers on the same day.

The pupil will have the reason for their suspension explained to them by a member of staff.

Stage 3: Governing Body review

All suspension must be reviewed by the Governing Body. At King's Cross Academy, this is included in termly headteacher reports which are provided to all governors for review. An out of cycle/emergency Governing Body review must take place for the following:

- permanent suspensions;
- if the suspension brings the total number of school days to more than 15 in one term

Other factors to consider

The local authority must be informed without delay of all school suspensions regardless of the length of the suspension.

Notifications must include the reason(s) for the suspension or permanent suspension and the duration of any suspension or, in the case of a permanent suspension, the fact that it is permanent.

The headteacher must, without delay, notify the Governing Body of:

- any permanent suspension (including where a suspension is followed by a decision to permanently suspend the pupil);
- any suspension or permanent suspension which would result in the pupil being suspended or permanently suspended for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent suspension which would result in the pupil missing a national curriculum test.

A fixed term suspension from the school can only be authorised by the Headteacher (or the Deputy Headteacher acting on their behalf). If neither are available to authorise the suspension, a decision should be deferred until the opportunity for authorisation is available. In the case of a permanent suspension this can only be authorised by the Headteacher. This decision may not be delegated to anyone else.

If the Headteacher decides to suspend a pupil, they will always ensure that there is sufficient recorded evidence to support the decision and the rationale for decision-making. All the evidence must be very carefully assessed and collated.

When considering suspension, the Headteacher will take into account:

- Possible short-term or other mitigating circumstances such as bereavement, mental health issues etc.
- Whether the pupil comes into a category that is known to be a particularly vulnerable group (e.g. pupils with SEN, FSM pupils; looked after children; certain ethnic groups; Traveller children) and whether all preventative strategies have been fully utilised with good impact.
- Whether a pupil has already had a number of fixed term suspensions which appear to be ineffective and any analysis undertaken about the child's response to previous suspensions

A suspension will not be enforced if doing so may put the safety of the pupil at risk. Suspension will never be used informally or unofficially. This is against the law. We will take care to ensure that a decision to

suspend does not involve any kind of discrimination as defined by the Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>

Following any suspension of whatever type or duration, the Headteacher will:

- Inform the parents/carers of the period and nature of the suspension, clearly outlining the reason for the suspension. Parents/carers should always be advised about rights of representation about the suspension to the Governing Body and how these representations may be made.
- This information will be put in writing and will be sent either by e-mail, by text, by delivering a letter directly to the parents/carers, leaving it at their last known address or by posting it to their last known address. The information can also legally be sent home with the suspended pupil, but the Academy will always send a duplicate copy by a reliable alternative method. The information provided to parents/carers will be clear and free of unnecessary jargon.
- Where the suspended pupil is of compulsory school age, the Academy will also notify parents/carers without delay, and at the latest by the end of the afternoon session, that for the first five days of a suspension they are legally required to ensure that their child is not in a public place during school hours without reasonable justification and that they may be given a fixed penalty notice if they fail to do so.
- The law does not allow for extending a suspension or 'converting' a suspension into a permanent suspension. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent suspension may be issued to begin immediately after the end of the fixed period. In such cases, the Principal must write again to the parents/carers explaining the reasons for the change and providing any additional information required.
- All pupils returning from a fixed term suspension are required to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent/carer and school.

The duties of the Governing Body can be found in Appendix 3.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:

School nurse – provides access to support the health of every child by triaging each case that is referred

CAMHS – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.

Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

Local Authority- Organising a managed move.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents/carers will be informed and their views and consent sought should the school refer to one of the above agencies.

Reasonable force:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Although any member of staff may be required to physically intervene with a student who is endangering themselves or others we would expect accredited staff to take over as soon as possible (Team Teach qualification). At KCA, we do not use restraint as a routine part of our positive Behaviour Policy. It should only ever be used in extreme circumstances.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

The Academy will consistently and equitably uphold high standards of behaviour for all students and offer extra assistance when necessary to ensure students can achieve and learn to the best of their abilities.

We will not automatically presume that a student's behaviour on a specific occasion has been influenced by their Special Educational Needs and Disabilities (SEND) – this determination should be based on the school's assessment of the situation.

The Academy will assess whether a student's Special Educational Needs and Disabilities (SEND) have played a role in their change in behaviour and, if so, determine whether it is appropriate and lawful to impose sanctions. In making this assessment, schools should refer to the Equality Act 2010 and relevant school guidance.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. (DFE Behaviour in Schools guidance, 2022)

Additionally, we will consider whether any reasonable adjustments are necessary to accommodate the student's disability when applying the sanction. It is also crucial for schools to strive to comprehend the root causes of the behaviour and assess whether additional support is required.

Universal Offer

For all Children:

We use key approaches that recognise:

That being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Behaviour is a form of communication: The language we employ in school aligns with the terminology used by professionals working with children at both local and national levels. For instance, replacing the term "children with Behaviour and Social Difficulties (BESD)" with "children with Social, Emotional, and Mental Health (SEMH) difficulties" facilitates a shift towards recognizing behaviour as a means of communicating emotional needs, whether consciously or unconsciously, and responding appropriately.

Adopting a non-judgmental, curious, and empathetic approach towards behaviour is essential. We urge all adults in the Academy to respond in a manner that prioritises understanding the feelings and emotions underlying certain behaviours, rather than solely focusing on the behaviour itself. Children

experiencing behavioural challenges should be seen as vulnerable rather than troublesome, and it is our collective responsibility to explore this vulnerability and offer suitable support.

Putting relationships first: The Academy promotes strong relationships between staff, children and their parents/carers with a focus on creating a positive school culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.

Maintaining clear boundaries and expectations around behaviour. Changing our approach to behaviour doesn't mean abandoning expectations, routines, or structure. To ensure our children feel secure, school should offer both nurturing support and clear structure. Children thrive on consistent routines, expectations, and responses to behaviour.

These elements are established and demonstrated appropriately within a safe and compassionate environment. We have a number of break out areas, sensory spaces and quiet corners to support children when highly dysregulated at school.

When supporting children with extreme behaviours, it's important to clarify natural rewards and consequences for specific behaviours without relying solely on punitive "sanctions" that may embarrass and isolate the child from their peers, school community, and family, potentially exacerbating negative behaviours further.

Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs.

Targeted Offer

For around 5% of the school population

For some pupils, alongside our universal offer, they may require further targeted support to manage themselves and their behaviours. This group of pupils may have additional needs or going through a 'rough patch' due to external factors and/or specific needs.

Pupils within this group are likely to be 'on the edge' and disengaged in learning sporadically. They may have a targeted action plan (TAP), communication passport, positive behaviour plan or require support around attendance.

Emotion Coaching (can also be used in our universal strategy): Emotion coaching aims to create a supportive and nurturing environment where students feel safe expressing their feelings and learn healthy ways to regulate and cope with their emotions. We aim to support this by recognising:

- All emotions are natural and normal.
- Not all behaviours stem from deliberate "choices," and children may not always have control over all the factors influencing their behaviour. Thus, using language centred on "choice" (e.g., "good choice/bad choice") may not always be conducive or helpful in understanding and addressing behaviour.
- Behaviour serves as a form of communication.
- Students will require adults to prioritise emotional "first aid" (calming, soothing) initially: "Connect before redirect" (Siegel, 2013), "Rapport before reason" (Riley, 2009).
- "Emotion coaching establishes a foundation based on emotional connection – fostering a safe haven, a space of trust, respect, and acceptance, nurturing a sense of self. Consequently, children and young people reciprocate with respect and acknowledgment of boundaries" (Rose and Gus, 2017).
- Children cannot successfully manage their emotions unless they have encountered and absorbed co-regulation (i.e., an adult tuning in and empathising with their emotional state, thereby "containing" – sharing, supporting, and bearing – their emotional state). This process also includes deliberate teaching and demonstration.
- Recognise what a 'fight' looks like to a student who is dysregulated.

What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



www.iamworld.com.uk

You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



www.iamworld.com.uk

Specialist Support

For around 1% of the school population

For a small percentage of our pupils, the universal and targeted offer will not offer the higher level of support that the child needs. It may often serve to re-traumatise the 1% and will fail to teach them how to express their emotions in a healthy or appropriate manner.

These students will have robust plans in place to support them and nominated key worker/class teacher support. Specific adults will support the 1% rather than a larger range of adults. Staff offering specialist support will be trained to support children experiencing high levels of dysregulation.

We acknowledge that the 1% group necessitates a specialised approach to behaviour management and assistance. This often involves seeking additional support from professionals such as social workers, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), and other designated specialists. The Academy's Safeguarding Leads, pastoral staff, and SEND teams are expected to play a significant role in supporting students who require specialised assistance.

Students within the 1% group are likely to have safety plans in place, in addition to receiving universal and targeted support. It is probable that over time, students requiring this level of support may need access to alternative provisions (AP), specialised schools, or a transition to a different mainstream setting capable of meeting their needs.

Additional Policies

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- Health & Safety Policy
- SEND Policy
- Safeguarding Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy

Complaints Process

If a parent has any concerns regarding their child's treatment or the actions (or lack thereof) taken by King's Cross Academy, they are encouraged to initially discuss the matter with their child's class teacher. Many concerns can typically be addressed in this manner. Our teachers are dedicated to ensuring each child's happiness and progress, and they are eager to address any issues promptly to prevent escalation.

Should a parent feel that their concern remains unresolved after speaking with the class teacher, or if the concern is of a significant nature, they should reach out to the Phase Leader.

If further resolution is needed, contacting a member of the Senior Leadership Team is the next step. Most complaints are effectively resolved at this stage. In cases where the complaint is directed towards the Head Teacher, parents or carers may contact the Chair of Governors of the school.

The complaint process for King's Cross Academy can be accessed on the school website:
www.kingscrossacademy.org.uk

Appendix 2: Restorative Conversation Record

https://docs.google.com/document/d/1GehMSkBTm5li3efJz9--8w8VBX_a7WWO3PobwDet26Q/edit?usp=sharing



Restorative Record 2024/25

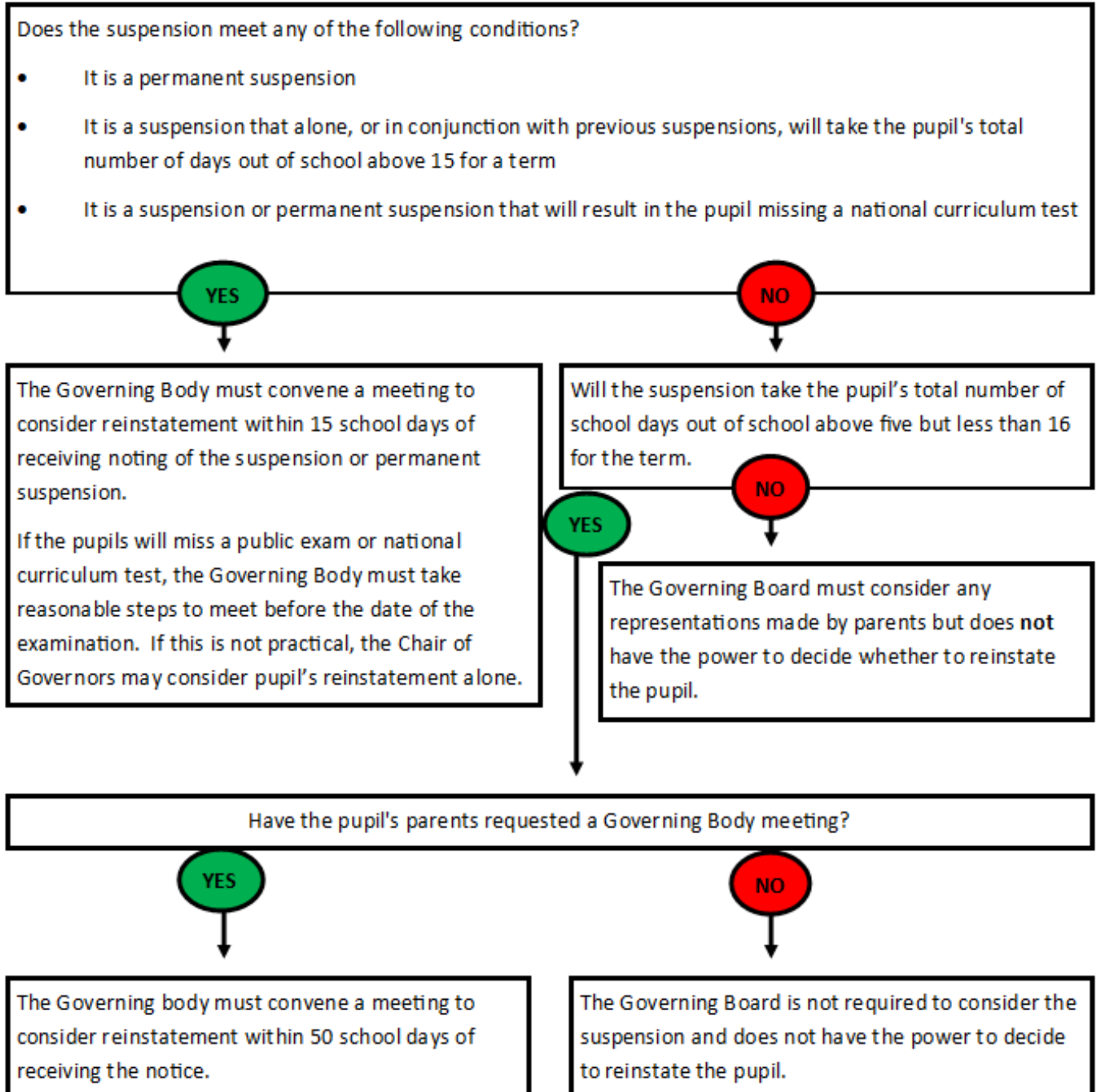
Student voice <i>(please allow the children to either write or scribe their voice about their behaviour)</i>

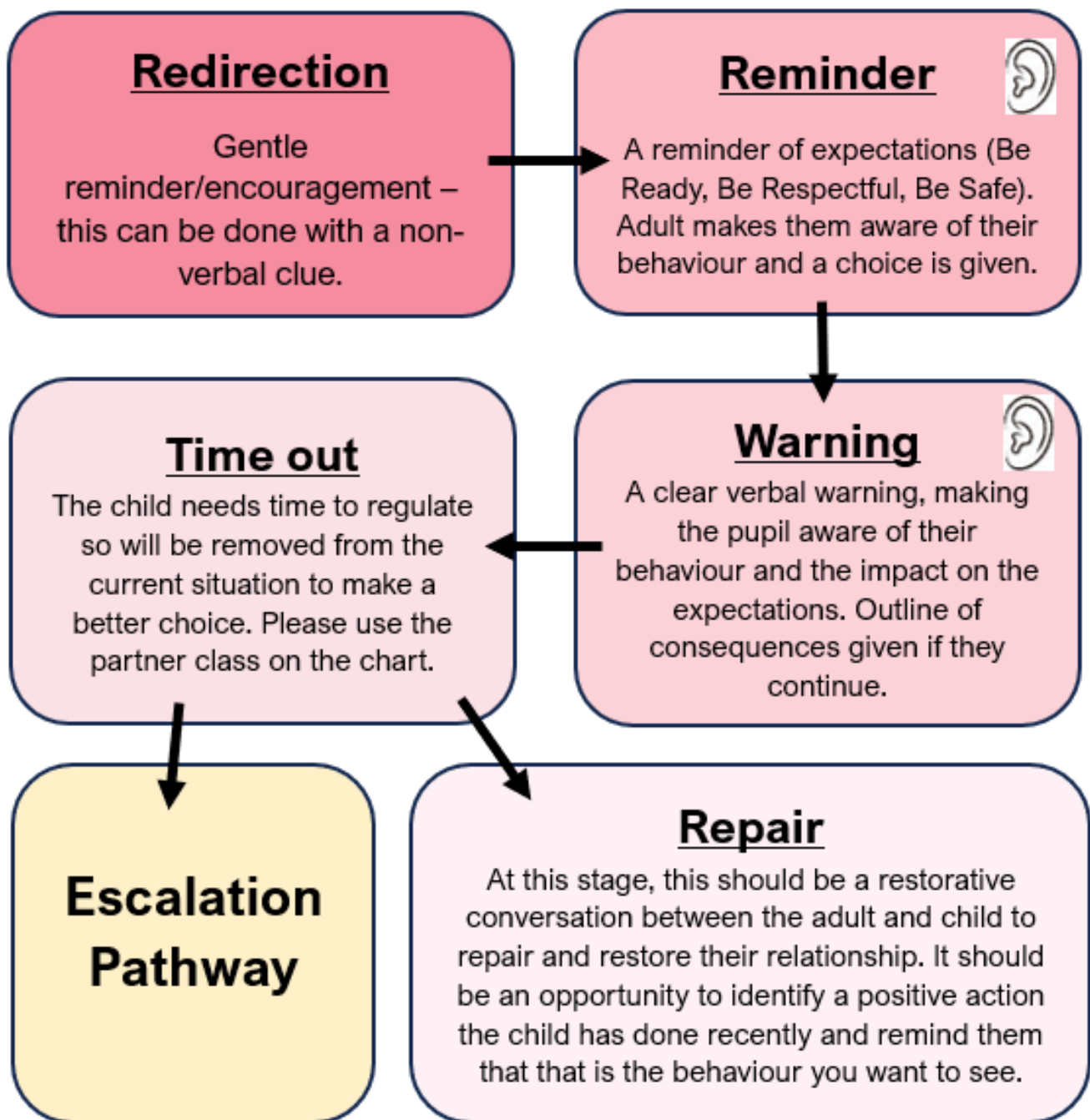
Restorative Conversation Notes	
What happened?	
What were you feeling at the time?	
How have you felt since?	
Who has been affected by what you have done? In what way have they been affected?	
What do you think you need to do to repair the situation?	
How can we do things differently in the future?	
Actions	

Appendix 3: Governors' suspension responsibilities



A summary of the Governing Body's duties to review the Headteacher's suspension decision





Updated Behaviour for Nursery - KCA

Our approach in nursery is designed to create a nurturing and supportive environment where nursery-aged children can thrive. We believe that fostering positive behaviour from an early age is essential for the overall development and well-being of every child. Here are the key elements of our approach:

- We are learning new words, and the children are starting to use them. Some struggle with 'respectful'.
- We use three verbal warnings, illustrated with fingers, to make it visual for the children.
- We have restorative conversations with the children and the person or member of staff they have upset, discussing feelings like 'you have made X sad' and asking 'can you tell me what happened?' to mend relationships and restore a positive atmosphere.
- We encourage the children to say 'stop it, I don't like it!' if someone is doing something they don't like and to tell an adult.
- The third warning leads to 'Thinking Time' inside the classroom with a sand timer.
- The length of 'Thinking Time' depends on what happened; for example, if it is violent, the time would be longer.
- The second warning serves as a reminder that we need the children to be ready, safe, and respectful. We usually say 'this is a reminder' to keep it simple for the children to understand.
- If the three warnings and thinking time are not sufficient, the child has 'time out' ('thinking time') in a reception class for 10-15 minutes, depending on what happened.
- We always say 'thank you for listening' and walk away, which has been very positive.
- We give the children examples of when they have made the right choice, such as 'I remember yesterday that you did beautiful singing with Miss Poole; please show your beautiful singing today' as a rewording of 'Do you remember when... I would like X to see today.'
- We talk about making 'good choices' or the 'right choice' in Nursery, though we are unsure how suitable this is for the age group and how much they understand.