



Kenwood
ACADEMY

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Behaviour Policy

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1. Scope

1.1. This policy is applicable to Kenwood Academy, based upon the central Nexus Multi-Academy Trust policy as an overarching policy for all our Academies.

1.2. At Kenwood Academy, we believe:

- Good behaviour underpins good learning and progress;
- Good behaviour is underpinned by the quality of education at our school;
- Children and young people want to behave well and want to learn;
- Children and young people are supported by the quality of relationships throughout the school, founded upon unconditional positive regard;
- Behaviour is a means of communication – we must ensure that all children and young people are supported to communicate their needs safely and appropriately;
- All of our children and young people have additional needs which may impact upon their behaviour;
- With the right teaching and support, children and young people can learn to improve their behaviour;
- All adults can learn strategies to support young people to improve their behaviour;
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process;
- Good behaviour is supported through staff working in close partnership with all stakeholders, including parents and carers and other professionals.

2. Purpose

2.1. This behaviour policy is of paramount importance to the effectiveness of behaviour management. It is a practical document which includes clear guidelines for staff on practice and procedures relating to any incidence of behaviour within school. It follows guidelines set out in the following documents:

- Behaviour in Schools: Advice for Head teachers and school staff (September 2022);
- Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance Government response to consultation (July 2022)
- The Education and Inspections Act (2006) sections 89 and 93;



- Behaviour and Discipline in Schools: Advice for Headteachers and school Staff (January 2016);
 - Physical interventions: a policy framework
 - Positive and proactive care: reducing the need for restrictive physical interventions (2014)
 - Behaviour and discipline in schools – Guidance for governing bodies (2012)
 - Equality Act (2010) part 6, chapter 1
 - Ensuring quality services
 - School teachers pay and conditions
 - Guidance on the use of restrictive physical interventions for learners with severe behavioural difficulties
 - Use of reasonable force (2013)

3. Functions of Behaviour

- 3.1. All staff should aim to understand the purpose of and reason for each individual's behaviour. When trying to understand this we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the individuals we work with.
- 3.2. The function of a behaviour may be linked to a particular need, syndrome or disability and therefore we must ensure we do not discriminate against an individual when addressing these. For some individuals the function may be very difficult to discover; often for individuals with autism spectrum condition (ASC) it may be linked to a lack of sensory integration. Any rewards or consequences should be linked to the individual's behaviour and level of understanding: what is a negative consequence for one individual may be a reward for another and this should be carefully considered.

4. Good Behaviour at School

- 4.1. All adults have a responsibility to implement whole school behaviour policy and to set a good example by modelling appropriate behaviours wherever they are in the school and whatever they are doing. Modelling ideal and expected behaviours will provide our learners with a positive model on which they can base their own actions.
- 4.2. In conjunction with The Nexus Behaviour Leads Network, Kenwood Academy staff have developed guiding principles which provide an over-arching ethos within all Nexus MAT settings:
 - 4.2.1. Trust academies use a restorative approach;



- 4.2.2. Trust academies use a consistent level of response as part of an agreed whole school positive approach to behaviour;
 - 4.2.3. Trust academies model positive behaviour;
 - 4.2.4. Trust academies acknowledge that behaviour is a form of communication;
 - 4.2.5. Trust academies acknowledge that every day is a new day;
 - 4.2.6. Trust academies are a safe place to make mistakes;
 - 4.2.7. We are teaching our learners to become functioning members of society.
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- 4.3. Good behaviour is established through regular attendance at school to enable learning through experience, and the fostering of supportive relationships. Good attendance will be expected for all children and young people and will be actively sought in order to establish good behaviour.
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- 4.4. At Kenwood Academy we aim to encourage good behaviour by:
 - 4.4.1. Offering every learner and their family support to ensure every learner feels safe and cared for. Each class team will strive to build relationships with families as well as to liaise with professionals in achieving the best outcomes for each learner;
 - 4.4.2. Demonstrating and encouraging kindness;
 - 4.4.3. Modelling, explaining, forming and practising class rules alongside learners to offer them ownership of their rules;
 - 4.4.4. An “Emotionally Literate” curriculum where self-esteem and self-control are fostered in order to enable our learners to become more socially and educationally successful;
 - 4.4.5. Addressing any incidents of bullying in a timely manner (to read in conjunction with the school’s Anti-Bullying Policy);
 - 4.4.6. Talking with children and young people about the decisions which affect them so they are aware of, and can take ownership of what will happen;



- 4.4.7. A person-centred, personalised curriculum which includes a “Total Communication” approach and that encompasses all learning styles;
- 4.4.8. Recognising, acknowledging, reaffirming and celebrating when learners show expected behaviour in all areas of their school life;
- 4.4.9. Encouraging learners to be responsible and to take responsibility for all they do;
- 4.4.10. Celebrating our successes, no matter how small they may be and in a way which acknowledges and celebrates the significant successes of every person;
- 4.4.11. Rewarding good behaviour through the use of rewards which have been personalised so they are meaningful to each learner;
- 4.4.12. Holding events (e.g. assemblies) where success can be shared and celebrated;
- 4.4.13. Ensuring any criticism is constructive, restorative and fair with the overall focus being one of “making a good choice” or “making the correct decision”;
- 4.4.14. Making sure we are fair and consistent both in what we ask of and expect from our learners according to his or her individual needs;
- 4.4.15. Recognising opportunities for learners to improve their behaviour in a positive manner;
- 4.4.16. Planning and organising the curriculum, school environment and resources so that learners are interested and involved in their work;
- 4.4.17. Ensuring transition times are well thought through, planned accordingly and communicated with learners in a sensitive and timely manner;
- 4.4.18. Communicating with parents and carers in order to celebrate learners’ successes;
- 4.4.19. Engaging with the services offered by the full range of outside agencies to support young people and families in encouraging positive behaviour.
- 4.5. De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour



management throughout Kenwood Academy and across Nexus MAT. Staff develop excellent working relationships with learners and have in-depth knowledge about their needs through collecting and sharing relevant information. Staff observe individuals' behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them.

- 4.6. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the learner. When used, techniques are monitored for their effectiveness and this is recorded on learners' relevant plans.

5. Positive Handling

- 5.1. When de-escalation techniques have been unsuccessful or there is an emergency situation presented within a school to keep a learner or learners safe, then staff may choose to utilise positive handling techniques.
- 5.2. Within Team Teach, the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including use of safe spaces, safe environments, comfortable environments, diversions, calm stance and posture, non-threatening facial expressions, low tone, volume and pace in communication, careful, use of words, physical reassurance and prompts, effective guides and escorts, releases and holds with minimum drama and effort'.
- 5.3. Kenwood Academy uses Team Teach principles and practice regarding positive handling when necessary. Alternatives are used when a young person's medical needs or local policy dictates.
- 5.4. Section 550a of the Education Act 1996 allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances where the learners may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property'.

6. Restrictive Physical Intervention (RPI)

- 6.1. Although every effort is made to observe and intervene early to keep incidents low key occasionally some learners need more intense intervention in the form of Restrictive Physical Intervention (RPI). RPI refers to the positive application



of force with the intention of protecting the learner from harming themselves, others or seriously damaging property.

6.2. When using RPI staff must always consider:

- Which approach is in **the best interests of the learner** (considering medical needs, physical disabilities, sensory impairments)?
- What is a **reasonable** amount of force?
- What intervention is **proportionate** to the circumstance
- Which intervention is **necessary**?

6.3. Nexus MAT requires staff to be aware and mindful of elevated risks for the following interventions:

- Positional Asphyxia,
- Pressure to the neck
- Supine holds (lying on back)
- Seated holds
- Standing holds
- Extreme Exertion
- Prone holds (lying on front)

6.4. **ALL** staff must monitor learners closely during any RPI and look out for signs of distress. If learners experience any distress staff must immediately modify the supportive hold or release the learner. This must then be clearly recorded on the CPOMS database and reported to senior leaders to ensure it is avoided in the future wherever possible.

7. Removal From Classrooms

7.1. It is imperative for staff to understand their use of any kind of removal from a classroom to ensure that they are acting both within the school guidelines and more importantly within the law. The DFE Behaviour in Schools Guidance (Sept 2022) states:

'Removal is where a learner, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a learner is asked to step outside of the classroom briefly for a conversation with a staff member



and asked to return following this. The use of removal should allow for continuation of the learner's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the learner.'

'Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a learner is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.'

7.2.

7.2.3. to allow the learner to regain calm in a safe space.

7.3. Parents/carers/social workers should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, staff must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. Any such instances should be recorded on the CPOMS database.

7.4. Headteachers are required to:

7.4.1. make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;

7.4.2. maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;

7.4.3. make sure the reasons that may lead to learners being removed are transparent and known to all staff and pupils;

7.4.4. outline in the behaviour policy the principles governing the length of time that it is appropriate for a learner to be in removal;

7.4.5. ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff;

7.4.6. design a clear process for the reintegration of any learner in removal into the classroom when appropriate and safe to do so; and



7.4.7. make data-based decisions to consider whether frequently removed learners may benefit from additional and alternative approaches or whether specific teachers may require more support.

7.5. Schools are required to ensure that learners are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a learner from leaving a room in order to protect the safety of learners and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.

8. De-briefing Post Incident

- 8.1. Where appropriate learners are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the learner's level of understanding and these ideas are included in learner's behaviour plan. De-briefing aims to help learners understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the learner feels and what their unmet need was or what they were trying to communicate.
- 8.2. In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting. Staff also have the option to meet with and discuss an incident or behaviour with senior leaders, if they choose to do so.

9. Recording

- 9.1. Any incidents that require the use of RPI must be recorded on the CPOMS system.
- 9.2. In addition to recording RPI staff are encouraged to use CPOMS to its full potential by tracking both serious and minor incidents. The database is able to interrogate data to identify patterns and the results can be presented in a variety of ways. This information should be used to proactively inform individuals' relevant plans and monitor the effectiveness of changes made.
- 9.3. It is the responsibility of the staff involved in an incident to record it on the CPOMS database as this person has the most knowledge of the how and why



the incident has occurred. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct.

10. Use Of CPOMS Data

10.1. The CPOMS database is monitored both daily and weekly by senior leaders who are looking out for any arising issues or serious incidents. At the end of each half term, all of the data that has been logged across the school is collated and analysed for patterns and trends.

11. Individual Plans to Support Behaviour

11.1. Children or young people who are identified as likely to require the use of force to control or restrain as part of their behaviour management will require a risk assessment and individual plan. This will be shared with all staff, parents or carers, other agencies involved and the child or young person, if appropriate.

11.2. All plans are reviewed and evaluated on a regular basis. They are updated at a minimum twice a year but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. It is always considered whether the change in behaviour is due to a physical pain and any clues the learners can tell us will be noted down to share with parents/carers.

11.3. After a suitable period of time if a behaviour plan is having minimal impact staff may seek further guidance through liaison with colleagues, to further discuss issues and share ideas to improve the situation. If learners continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals who we can work alongside such as local Social Emotional and Mental Health (SEMH) teams, Educational Psychology, Child and Adolescent Mental Health Service (CAMHS), Team Teach.

12. Informing Parents/Carers

12.1. Sharing information between school and home is imperative to help decode and understand what a learner may be feeling or trying to communicate. All staff aim to share all information and updates with parents/carers.



12.2. Following a serious incident or any incident where RPI has been involved staff will inform parents/carers.

12.3. Parents/carers should be involved in the development of all relevant plans.

13. Informing Other Agencies

13.1. Occasionally it may be required for school to update other agencies involved with learners. CPOMS data may be used to inform medical or multidisciplinary meetings and where possible this should be communicated with other parties beforehand. In line with the legal requirements set out by the Data Protection Act (2018) any personal information will be used correctly and safely.

14. Injuries to Learners / Staff

14.1. If a learner or member of staff is injured during an incident the incident must be recorded on CPOMS.

14.2. If a child is injured during an incident they should seek medical advice from a first aider as soon as they are calm enough to receive it. Parents/carers should subsequently be informed from the First Aider.

14.3. If a member of staff is injured during an incident they should leave the incident as soon as it is safe to do so and receive medical advice from the First Aider.

14.4. All staff should refer and adhere to the Health and Safety Policy for further guidance in this area.

15. Weapons in School

15.1. As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. None of this excuses poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused.



15.2. Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

15.3. The definition of an Offensive Weapon is:

15.3.1. Any article made or adapted for use for causing injury to the person, or intended by the person having it with them for such use by them, or by some other person. This includes Tasers.

15.3.2. BB guns (plastic pellet guns) - The possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school's perspective they breach school rules, they could be seized and retained under the Education Act.

16. Weapons in School

16.1. Where an immediate police response to an incident at the school is required, school will dial 999. For example: a learner has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

16.1.1. Danger to life;

16.1.2. Use or immediate threat of use, of violence;

16.1.3. Serious injury to a person;

16.1.4. Serious damage to property.

16.2. When there isn't such an immediate risk, schools will report incidents to the police non-emergency number by dialling 101. For example, a learner has been searched and found to be in possession of a knife which has been seized, and the learner does not pose any further risk as detailed above.

16.3. Due to the serious nature of weapons possession and potential consequences, contact will be prompt in order that future risk is managed and behaviour confronted. When reporting incidents of weapons possession to 101, schools should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.



16.4. Schools are asked to retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

17. Prohibited Items in School

17.1. Any prohibited and/or unlawful items found in learners' possession will be confiscated. When appropriate, they will only be returned to parents/carers or an adult learner outside of school hours.

17.2. Any inappropriate items (or items used inappropriately) that are disruptive to a safe, calm and purposeful learning environment will be confiscated. This includes mobile phones and other electrical devices. They may be returned at the end of the school day to parents/carers or learners, following discussion between staff and parents/carers.

17.3. Any searching and screening of learners will be coordinated in line with the latest DFE guidance.

18. Safeguarding, Complaints and Whistleblowing

18.1. As outlined in our Child Protection and Safeguarding Policy we strive to 'create an environment and an ethos whereby all staff and volunteers feel able to raise concerns'. The Trust encourages staff that are concerned about the wellbeing of a learner or feel that an incident has not been addressed within the best interests of the learner to consult the Child Protection and Safeguarding Policy, Complaints Policy and the Whistle Blowing Policy for further guidance.

19. Further Support

19.1. If RPI has been used on one occasion the child's family must be informed on the same day (i.e. a phone call home from the Class Teacher or Teaching Assistant). Discussions between senior leaders and class teacher must also take place. Here an agreement will be made and recorded as to the most appropriate RPI to be used should the situation arise again. This must be built into the individuals' relevant plans.



19.2. At this point the class team will:

19.2.1. Undertake and record ongoing observations;

19.2.2. Attend meetings where they will engage with others to look at developing a structured approach to support.

19.3. If the team concludes this is working it should be continued but reviewed regularly.

19.4. If the team conclude the plan is not working, then a meeting with senior leaders should be arranged. This will enable the team to discuss and determine the next steps including referral to outside agencies.

19.5. We acknowledge and value the support offered to us by outside agencies (e.g. the Educational Psychology Service). Where learners have not benefited from a modified approach, the class team will contact the senior leaders and a referral will be made to the relevant outside agency/agencies. The school will then work alongside such agencies to support learners.