



Behaviour and Relationships Policy

An appendix to the overarching Trust Behaviour Policy

Date Published	October 2021
Version	4
Approved Date	October 2025
Review Cycle	Annual
Review Date	October 2026

An academy within:



“Learning together, to be the best we can be”



This policy is applicable to Kingfisher Academy, part of Nexus Multi Academy Trust and should be read in conjunction with the following:

- Nexus MAT Behaviour Policy
- Kingfisher Academy School Anti-Bullying Policy
- Kingfisher Academy School Quality of Education Principles
- 'Supporting Our Students' document

1. Core Values

- 1.1. Kingfisher Academy pupils have, almost without exception, experienced negative messages about themselves in the form of; bullying; 'failure' in a mainstream environment; difficulty forming friendships; physical, sexual, emotional abuse; and/or other trauma, that may impact them adversely. This often manifests as low mood, low self-esteem, and low or no attendance to school.
- 1.2. The way that a human learns something is when nerve cells join together in a way which makes them fire together. The wiring of the nerve cells for behavioural learning is predominantly controlled by the limbic or emotional system in the brain. This means that a person's emotional self is centrally involved in creating who they are. (Dr Andrew Curran "The Little Book of Big Stuff about the Brain" 2008). As behavioural learning takes place in relationship with others, we focus on the formation of positive, warm and nurturing relationships with staff and peers. These positive emotional connections will 'power' the limbic brain and help pupils to learn new skills.
- 1.3. As part of nurturing pupils to achieve their potential we follow an approach underpinned by unconditional positive regard and our core values of:
 - Learn
 - Care
 - Grow
- 1.4. These are essential ingredients in forming a school culture free from judgement, where attitudes and behaviours can be effectively challenged, where individuals are valued and reflection is integral to understanding of pupils and how then to scaffold further learning opportunities.
 - **unconditional positive regard** - we accept and support pupils, no matter what they say or do, placing no conditions on this acceptance. We support the pupil irrespective of the behaviour or emotion they are expressing

2. Key Behaviour Beliefs

- 2.1. ***At Kingfisher Academy we believe that:***

- Behaviour is a way of communicating feelings and experiences that the child may be struggling to process, identify or describe to others.
- We take a positive approach to behaviour management and do not use punishment or chastisement as a way of managing behaviour. Feelings associated with punishment include shame, humiliation and fear. It is our view that these do not lead to better outcomes for the child.
- Our staff are expected to apply our core values and use observation, feedback and MDT working to; manage behaviour; identify which skills pupils need further help to develop; and to help the child reflect on the behaviour in order to develop further skills and self-awareness.
- A child may not always be at the stage where they can connect consequences to action. Where a child is able to understand 'action-consequence' relationships the pupil should be supported to reflect at a level that is appropriate for them in order to help them develop further, appropriate boundaries and skills.
- Where appropriate pupils should be supported through Individual Plans to scaffold their skill development.

2.2. *Adults can support the children and young people in our school by:*

- Having a working knowledge of a wide range of special educational needs (SEND), appropriate to their role. The most prevalent SEND at Kingfisher Academy is Autism or Autistic Spectrum Disorder (ASD). There are high proportions of children with attachment difficulties, literacy and numeracy difficulties and other related cognitive processing and/or speech and language difficulties alongside smaller numbers of pupils with physical and developmental difficulties.
- Being aware of the barriers to learning for these children and have knowledge of which are the most appropriate strategies to use to support these children. Teaching staff are expected to apply this knowledge in their planning, delivery and evaluation of lessons and other planned activities e.g., after school clubs, visits/trips etc.

2.3. The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Positive reinforcement of expectations and routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise (See Supporting our Students summary)
- Fair and predictable responses to both negative and positive behaviour

3. Positive Behaviour at School

3.1. At Kingfisher Academy we aim to encourage positive behaviour by:

- Actively build trust and rapport
- Having high expectations for all children and young people. When we demonstrate our belief in them, it supports them to succeed and exceed what they thought possible
- Treating children and young people with dignity and respect at all times
- Making informed judgements about how/when to respond
- Considering what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- Seeing things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Quietly, calmly and firmly hold appropriate boundaries for the children and young people
- Keeping our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Apologising if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect

Scaffolding

3.2. Strategies to support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to and reviewed by all staff with children and young people
- Appropriate to the activity and developmental range

3.3. Routines must be explicitly taught. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning. They should be:

- Explicit
- Communicated in a way the child can understand
- Promote progress toward independence



3.4. This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

3.5. We use specific descriptive praise when we see them making a good choice

3.6. Where appropriate, we link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases a sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Consequences

3.7. It is important for our children and young people to clearly link a specific behaviour with its consequence. This can be supported through appropriately levelled conversation and support

3.8. The consequence needs to be a natural consequence, which makes sense to the child.

3.9. It is also important for adults to review what has happened and ask the question "Was there anything that could have been done differently to support this child or young person to manage?"

3.10. Reparation means repairing relationships, or 'making good' in some way

3.11. We believe that children and young people should always be given the opportunity to repair. We achieve this by reflecting on the possible meanings of the behaviour, putting support strategies in place and using events as opportunities to teach young people about themselves and the effects of their behaviour on others

3.12. Where developmentally appropriate, we support children and young people to take responsibility for their actions and to repair relationships with the other person(s) involved/affected.

Descriptive Praise

3.13. If we tell pupils what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

'I liked the way you came the first time I asked.'
'I noticed how kindly you supported _S_. Thank you.'
'Thank you for returning to the activity so promptly.'

3.14. We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

3.15. The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this and associated policies
- Putting in additional scaffolding, tailored to the specific needs of each child or young person
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Communication Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies
- Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning.
- When significant adaptations are made to a pupil's learning day, we plan jointly with the parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies

4. Positive Handling

MAYBO Training

4.1. Kingfisher Academy staff work within Sheffield Children's Hospital on two of our sites. Sheffield Children's Hospital clinical guidance has adopted Maybo as the statutory behaviour de-escalation program to support patient safety. As a result, the staff at the Kingfisher Academy site are Maybo trained. Staff at Sheffield Children's Hospital

and Chapel House are not required to positively handle children and therefore have not received Maybo training. Maybo believes behaviour management training should be based on values that promote respect and choices for the individual. Maybo learning methods are consistent with the principles of positive behaviour support - focusing on primary and secondary strategies for preventing and defusing behaviours that represent a risk to safety.

The training helps staff:

- Better understand a child's physiological and emotional needs that may act as a learning barrier
- Make improvements to the learning environment
- Engage children in ways that reduce behaviours of concern

Alongside proactive strategies to meet needs through a human rights approach, Maybo de-escalation strategies help staff to safely manage challenging situations that arise, with the aim of reducing the need for restrictive practices. Maybo's curriculum is approved by the Restraint Reduction Network Training Standards

Training

4.2. In Kingfisher Academy all staff permitted to use positive handling techniques by the Head Teacher are Maybo trained. This training is updated every year and it is fundamentally a whole team approach. Preferably, the minimum number of staff required to deal with an incident is two, as even if the other person does not become physically involved, they can act as a witness, offer advice and support as a critical friend, or get more help if required. However, there are occasions when one person arrives to an incident first and may have to take action alone. For this reason, the Maybo programme includes single person responses as well as team responses when guiding pupils.

The MAYBO Approach

4.3. Maybo techniques apply a gradual and graded approach and are designed to 'minimise risk and help people maintain positive relationships. Staff undertaking positive handling must use their professional judgement to ensure that their response is always 'reasonable, proportionate and necessary'.

5. Discriminatory language/incidents

5.1. At Kingfisher Academy:

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community



- They should be dealt with in line with this policy, with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

5.2. Further guidance is available in the school's Equalities Policy, which is available on request from the school.

6. Sexual Misconduct

6.1. Sexual harassment or 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

6.2. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised, which may include but is not exhaustive of:

- sexual comments, such as: telling sexual stories,
- making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (It should be considered when any of this crosses a line into sexual violence)
- displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats

6.3. Where an incident of sexual violence or sexual harassment may have been committed, the starting principle is that this must be referred on to the police.

6.4. The Headteacher may also consider both sexual harassment, sexual violence and sexual misconduct grounds for a suspension or permanent exclusion.

7. Suspensions

- 7.1. We do not believe that suspensions are the most effective way to support pupils, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.
- 7.2. In exceptional circumstances it may be necessary to suspend a pupil for a fixed time period and this would always be considered very carefully.
- 7.3. Exceptional circumstances include, but are not limited to:
- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
 - Incidents of knife crime or the deliberate use of weapons in school
 - Incidents of sexual violence
 - Incidents of significant deliberate damage to property
- 7.4. Decisions to suspend pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.
- 7.5. Suspensions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

8. Permanent exclusions

- 8.1. At present, Kingfisher Academy has never permanently excluded a pupil. However, in the unlikely event that this was necessary, this would be an absolute last resort and would follow all appropriate guidance.
- 8.2. In the event that Kingfisher Academy is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Authority, to identify a suitable alternative placement and take an active, supportive role in any managed moves.
- 8.3. All exclusions will always be reported to the Governing Body, Nexus MAT, Local Authority and, where appropriate, the allocated social worker and multi-agency teams.

The sections below just refer to Communication Plans instead of Behaviour Plans as they do within the Nexus Policy

9. Reflective Practice

- 9.1. Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupil's level of understanding and these ideas are included in pupil's communication plan. De-briefing aims to help pupils 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 pupil feels and what their unmet need was or what they were trying to communicate.
- 9.2. 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 meeting at the end of the day. Staff also have the option to meet with and discuss an incident or behaviour with the senior leadership team (SLT) if they choose to do so.
- 9.3. All communication plans are monitored and evaluated during meetings. They are updated as required 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 worth considering if the change in behaviour is due to a physical pain and any clues the pupils can tell us should be noted down to share with parents/carers.
- 9.4. After a suitable period of time if a communication plan is having minimal impact staff may seek further guidance through liaison with colleagues, the senior leadership team to further discuss issues and share ideas. If pupils continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals.

10. Communication Plans and Risk Assessments

- 10.1. 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 'Communication Support Plan which will be additional to their Individual Education Plan. This is drawn up by the team, the SLT and is shared with all staff, parents or carers, other agencies involved and the child or young person if appropriate.
- 10.2. Because of their health needs, some children may exhibit some behaviours which can be more challenging to safely support in a school environment. In this situation a risk assessment may be completed which identifies potential hazards and associated control measures; to mitigate any potential situations that may arise. As with a communication plan, this is drawn up by the team, the SLT and is shared with all staff, parents or carers, other agencies involved and the child or young person if appropriate.