

Behaviour Policy

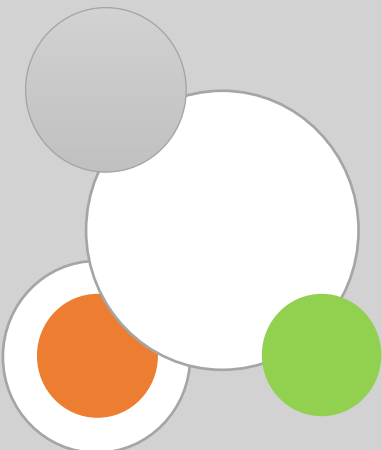
Version: **September 2025**

Ratified by the Local Governing Body

Date: **September 2025**

To be reviewed annually

Date: **September
2026**



Contents

1. Aims.....	3
2. Standards of Behaviour.....	5
3. Positive Behaviour Support (PBS)	6
4. Roles and Responsibilities.....	7
5. School Wide Positive Behaviour Support.....	9
6. Positive Behaviour Management (PBM) Model	10
7. Behaviour Support Planning, Monitoring, Evaluation and Review	11
8. Sensory processing needs.....	12
9. Staff Training.....	12
10. Monitoring Learner Progress	13
11. Specific Issues Concerning the use of Reactive Procedures	13
12. Post Incident Support	15
13. Suspension and Permanent Exclusion	Error! Bookmark not defined. 15
14. Legal and Policy Frameworks.....	16
15. Best Practice Guidance.....	16
16. Appendix	18
17. Changes.....	19

1. Aims

Kingsbury Academy aims to ensure that:

- Everyone feels physically and emotionally safe and happy at school
- Everyone feels valued and respected, honesty and fairness are promoted
- Positive behaviour is encouraged and celebrated
- Everyone can develop to their full potential

Some pupils at the Academy will display dysregulation and behaviour that challenges as a result of their communication difficulties and a lack of social skills or understanding. The following policy provides clear guidance and instruction on the methods by which we can promote positive behaviour through Positive Behaviour Support (PBS) principles. This approach to pupils who may be dysregulated and display behaviour that challenges, using principles of Positive Behaviour Support aims to ensure there is long term behaviour change. We use every opportunity to teach, model and promote positive behaviour.

This policy outlines what we expect from all our pupils, staff, and visitors to the Academy, in terms of their behaviour. It extends to all members of our Academy community and is written in line with current legislation, guidance, and best practice principles.

We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and by using this policy we can support all of our pupils in developing a high level of social awareness and tolerance. We aim to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

Kingsbury Academy is dedicated to ensuring that our environment supports learning and the wellbeing of pupils and staff through a strong sense of belonging and community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe environment where pupils feel included in every aspect of Academy life.

The Behaviour Policy confirms the Academy is committed to ensuring all young people:

- Achieve their full potential

-
- Acquire functional knowledge and skills
 - Develop as confident learners, able to take risks within a safe environment
 - Are curious, ambitious and take pride in their achievements
 - Achieve high standards in all they do
 - Develop as self-motivated independent and collaborative learners
 - Value and care for themselves and others in our community
 - Understand their rights and accept our responsibilities as citizens
 - Enjoy what they do and have fun

To achieve these aims, the Academy will provide:

- A happy, healthy, safe and secure environment
- Quality first teaching with individualised support
- An engaging and relevant curriculum
- A professional, skilled, highly motivated staff team
- Academy leadership focused on continuous improvement
- Opportunities outside the classroom, and the chance to extend our close links with the local community

This policy aims to determine the boundaries of acceptable and unacceptable behaviour and to determine how they will be fairly and consistently applied. To achieve this, the Academy will:

- Treat every member of the Academy as individuals and respect their rights, values, and beliefs by having individualised pupil well-being profiles for every pupil
- Create a zero-tolerance environment against all instances of bullying, physical, sexual violence and harassment or discrimination on the basis of race, gender, ability, or cultural differences
- Provide positive examples for modelling behaviour throughout each school day
- Promote good relationships and a sense of belonging to the Academy

- Intervene early to reduce behaviours that challenge, focusing on primary and secondary strategies as documented in individual behaviour support plans

2. Standards of Behaviour

The first step to modelling positive behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to Kingsbury Academy must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that behaviour support is consistent across the Academy so that behaviour boundaries and natural consequences are applied fairly, proportionately, and without discrimination, considering SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development. We work closely with parents and carers to help them to understand their children and their behaviour. We believe that in conjunction with consistent behaviour boundaries and reliable support systems, praise and rewards for positive behaviour are an important part of building an effective learning community and this is a key part of daily life at Kingsbury Academy.

We believe that behaviour is a form of meaningful communication and therefore every effort should be made to understand and respond appropriately to this communication. Staff are encouraged and supported to better understand what learners are trying to communicate by the behaviours they display.

The function of behaviour can mostly be attributed to:

- access to tangibles or activities
- social attention
- escape or avoidance
- sensory stimulation
- pain or discomfort

We recognise where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some pupils often require support that is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all pupils.

A Behaviour Support Plan will be used for pupils whose SEN and/or disabilities cause them to display behaviour that challenges. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly.

Behaviours of concern will be reported on using the Academy Arbor system. This data will then be used to further inform identifying issues and actions to improve and sustain positive behaviour throughout the Academy.

3. Positive Behaviour Support (PBS)

Research evidence demonstrates that Positive Behaviour Support is an effective evidence-based way of improving quality of life, reducing behaviour that challenges and restrictive practices. The characteristics of PBS are:

- It is based on an understanding of why, when and how behaviours happen and what purposes they serve (via the process of functional analysis)
- Focuses on altering 'triggers'/antecedents for behaviour (in order to reduce the likelihood of the behaviour occurring)
- Uses skill teaching as a central intervention (as a lack of critical skills is often a key contributing factor in the development of behavioural challenges)
- Uses changes in quality of life as both an intervention and outcome measure

-
- Achieves reductions in behaviour as a side-effect of the above
 - Has a long-term focus (behaviours that challenge are often of a long-term nature and successful interventions, therefore, need to be maintained over prolonged periods)
 - Has a multi-component focus (reflecting that the fact that challenging behaviours are often multiply determined and also that users typically display multiple forms)
 - Eliminates the use of sanctions and punishment approaches
 - Includes both proactive strategies for changing behaviour and reactive strategies for managing behaviour when it occurs (because even the most effective change strategies may not completely eliminate risk behaviours from behavioural repertoires)
 - It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. We believe that it is vital to use all opportunities to teach and reward positive behaviour; this needs to be taught in a way that is relevant to individuals and the rewards need to be relevant to the individual. Communication of behaviour expectations, praise or reward need to be understood by pupils and it is important to consider how to support their understanding. Throughout the curriculum, positive behaviour is reinforced and rewarded, and we aim to reinforce positive behaviours rather than using a punishment-based/sanction system and responding to negative behaviours.

4. Roles and Responsibilities

4.1 Governors role

- Ensure that there is a Behaviour Policy in place
- Review Behaviour Policy implementation annually

4.2 Headteacher/Senior Leadership Team

- Oversee the implementation of the Behaviour Policy and evaluate its effectiveness.
- Report to Board of Governors on the implementation of the policy including the analysis of incidents of behaviour to determine the effectiveness of the policy.

4.3 Teachers

Teachers and class teams must be given the opportunity to learn, understand and have insight to why are learners become dysregulated, and reflect in how/why it impacts in their behaviour. Specific responsibilities are outlined below:

- Implement behaviour policy within the classroom.
- Ensure Behaviour Support Plans (BSPs) are in place for learners where appropriate and that they are regularly monitored and evaluated.
- Ensure strategies are implemented consistently.

4.4 All staff

- Act as positive role models for learners, reflect on the quality of our relationships with each other and learners. This applies to any visitors to the Academy, and to members of the general public
- Be punctual and committed to continuously improve on the quality of our provision
- Keep your appearance smart and tidy
- Rude, derogatory, racist, or defamatory language will not be tolerated and will be recorded on Kingsbury Academy Arbor system and reported to the safeguarding lead where appropriate.
- Be considerate of your colleagues and the extended community
- Take care of your environment, both on the Academy site and outside, and keep it tidy.

4.5 Pupils

All of our learners have learning difficulties and complex needs which impact on how they learn to regulate and manage their behaviour. The Academy promotes that all pupils to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.

4.6 Parents & Carers

We ask that parents are prepared to attend meetings at the Academy with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting agreements put in place. We ask that parents agree to the

Academy's policies to indicate that they will respect and support the manner in which behaviour is managed. This is supported by:

- ensuring that your child is at the Academy on time, appropriately dressed, rested, and equipped
- ensuring that your child maintains good attendance
- We ask parents and carers to work with the Academy in support of their child's learning

5. School Wide Positive Behaviour Support

It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. Kingsbury Academy is implementing School Wide Positive Behaviour Support (SWPBS) as a framework to develop strategies (BILD, CAPBS Organisational and Workforce Development Framework, 2016). SWPBS is a process for teaching children appropriate behaviour and providing the supports necessary to sustain that behaviour.

Behavioural expectations are appropriate to pupil age and developmental level. They will then be recognised and rewarded on a regular basis. We believe that it is vital to use all opportunities to teach and reward positive behaviour. This needs to be taught in a way that is relevant to individuals and the rewards need to be significant to the individual. Communication of these expectations and the praise or reward need to be understood by the individual pupils and it is important to consider how to support their understanding. Throughout the curriculum positive behaviour is reinforced and rewarded. Expectations are taught explicitly during PSHE lessons. It is important to break tasks down into achievable steps and ensure pupils understand expectations to develop self-esteem and confidence. We aim to reinforce positive behaviours rather than using a punishment-based system and responding to negative behaviours.

6. Positive Behaviour Management (PBM) Model

At Kingsbury Academy we use Positive Response Training's Model for delivering Positive Behaviour Support (PBS) interventions (Allen et al. 1997). This has been widely adopted in the UK and features the following three components:

6.1 Primary Prevention

Involves changing aspects of a learner's environment so as to reduce the probability of challenging behaviours occurring. Primary prevention strategies include:

- changing features of learner's physical environment
- addressing internal setting events (mental & physical health)
- eliminating or modifying specific triggers for behaviour
- increasing rates of access to preferred reinforcers
- modifying demands to meet the needs of the individual
- teaching new skills

6.2 Secondary Prevention

Involves identifying the early signs that a learner may be becoming distressed and then implementing appropriate supportive actions to restore calm and prevent behaviours from escalating. Secondary prevention strategies include:

- removing or changing the stimulus that may be causing the behaviour
- prompting to use coping skills
- diversion to reinforcing/compelling activities

6.3 Reactive Strategies

Are procedures that may be required should it not prove possible to prevent or avoid challenging behaviours that pose risks to the persons or others. They may involve physical interventions such as breakaway, removal or restraint procedures. Their only objective is to ensure the safety of those concerned in the most ethical, least restrictive manner and in accordance with Kingsbury Academy safeguarding ethos.

Every learner that presents with behaviour that challenges should have an up-to-date positive behaviour support plan that contains the above elements. This plan should be amended/reviewed as necessary each time there is a serious incident of challenging behaviour or termly as a minimum. Alongside the Behaviour Support Plan an Individual Risk Assessment will be in place.

7. Behaviour Support Planning, Monitoring, Evaluation and Review

Learners, as appropriate, will have a Behaviour Support Plan (Appendix 1) which will be written, identifying behaviours which need support, possible triggers and agreed strategies to support the learner's behaviour. Plans will be written in consultation with relevant people involved with the learner (including parents).

Wellbeing passports should also be consulted when writing the BSP. There is a process for learners who require a BSP depending on need. If a learner requires support to implement change for a behaviour that is affecting their learning and development or displays behaviour that is deemed a serious incident, then a behaviour support plan would be implemented.

7.1 Universal Behaviour support (Well-being passports)

An initial observation period to look at the Antecedent, Behaviour and Consequence of the learner's behaviours. The class team completes this using recording forms and incidents recorded on Arbor. This is then analysed by class staff (with support from behaviour support/SLT as necessary) to determine when and why behaviours are occurring. Strategy is devised to modify the environment and/or teach functional communication and well-being passport is updated. Review period is determined (well-being passports updated termly), and effectiveness is monitored.

7.2 Targeted Behaviour Support Plan

If the reason for a behaviour is unclear a Functional Behaviour Assessment is needed. This is completed in consultation with the Behaviour Support Team.

7.3 Specialist Behaviour Support Plan

A more detailed Functional Behaviour Assessment may be needed for some learners with direct input from the Behaviour Support Team.

7.4 Risk Assessment

A Risk Assessment should be completed for any learner with a BSP as their behaviour could be a risk to either themselves or others.

7.5 Review of Behaviour Support Plan

Plans are to be monitored and reviewed on a half termly basis or when necessary for example after an incident of behaviour that challenges. This must be reviewed following any incident where physical intervention is needed. Following discussions with parents the evaluation section of the BSP is then completed.

8. Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (Symbols, Task analysis, Aided Language Displays)
- Speak clearly, slowly and calmly, and give pupils time to respond
- Ensure learners sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine, and ensure that they have access to sensory equipment that supports regulation (Chewy's, fidget toys, adapted seating, weighted vests, temperature of learner etc)
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) support learners to request a break or an appropriate self-regulating strategy for improved regulation
- Take social demands of working with other learners into account
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

9. Staff Training

Training is critical in the provision of effective support. All staff at Kingsbury Academy staff receive training using Positive Response Training's Model for delivering Positive Behaviour Support (PBS) interventions. Physical intervention skills (PBMpro) are taught to staff identified as needing this to support learners with their BSP. It focusses on a gradient of support and this is reinforced throughout the training. Staff who are not trained should call for assistance if needed to support a learner. This information will be highlighted on the Behaviour Support Plan and discussed with parents. Staff receive training on an annual basis and behaviour refresher are provided to identified staff as necessary. Every half term there is a minimum of 1 staff CPD session on behaviour and safeguarding.

10. Monitoring Learner Progress

Kingsbury Academy uses Arbor as a system for recording and monitoring behaviour. This can be used to analyse behaviour and monitor effectiveness in terms of:

- achieving reductions in the frequency, duration and intensity of behaviours that challenge
- achieving reductions in the frequency and duration of and restrictive practices

Progress is also monitored through the following:

- observational Antecedent/Behaviour/Consequence forms, Partial Interval Records
- progress data (skills development)
- and observation process (behaviour is a component of the 'Fantastic-Five' Teaching & Learning Framework)
- attendance

11. Specific Issues Concerning the use of Reactive Procedures

The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful, in order to ensure safety for the learner, staff, other learners or the public. Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner and used as a gradient of support as a last resort. The agreed use of any reactive strategy should be clearly identified and recorded in the learners Behaviour Support Plan. This will be completed in collaboration with parents and staff involved in supporting the learner and other professionals as appropriate. If restrictive physical intervention is needed in a crisis then the BSP must be reviewed, and this must be written into the plan. The BSP should be reviewed after any physical intervention with a plan to reduce the need for this.

Keeping Children Safe in Education (September 2025) references the use of "reasonable force" in schools, academies and colleges. Guidance states there are circumstances when it is appropriate for staff in schools, academies to use reasonable force to safeguard children and young people. 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. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. "Reasonable" in these circumstances means "using no more force than is needed". The use of force may also involve either passive physical

contact, such as standing between pupils or blocking a pupil's path, or active physical contact.

The decision on whether to use reasonable force to control or restrain a child:

- Is down to the professional judgement of the staff concerned
- Should always depend on individual circumstances

If you need to use reasonable force to respond to risks presented by incidents involving children with Special Educational Needs, disabilities or medical conditions, you should consider the risks. This includes:

- carefully recognising the additional vulnerability of these groups
- considering your duties under the Equality Act 2010

Reactive strategies must:

- not be used in isolation but always be used in conjunction with positive behavioural procedures
- follow a gradient of support, with the least intrusive procedure always being the first option
- they must only be used as a last resort when all other strategies have proved unsuccessful
- they must only be used for the minimum amount of time necessary, not to be used as punishments or rewards
- deal with the immediate situation
- be tailored to meet individual need and prescribed on an individual basis only
- use the minimal amount of force necessary in any given situation
- be proportionate to the immediate situation
- focus on giving control back to the learner as quickly as possible
- avoid the use of pain compliance
- not employ potentially dangerous positions that may compromise the health and wellbeing of the learner
- avoid vulnerable parts of the body (neck, chest, groin) avoid hyper extension and/or hyper flexion of the joint
- not impede the process of breathing

-
- be capable of being performed by all key staff
 - be regularly reviewed (half termly)
 - take into consideration all possible contra-indications and/or complications
 - be routinely assessed following their use for any signs of injury or psychological distress to the learner
 - be recorded as soon as possible after an incident but within 24 hours on the applicable recording system following their use
 - if you have any cause for concern following restrictive practice with one of our learners, please contact a DSL.

12. Post Incident Support

Both receiving and applying restrictive interventions can be stressful. Kingsbury Academy has in place a procedure to show how emotional support is provided to staff involved in incidents where restrictive strategies have proved necessary. In the first instance staff must ensure SLT/Behaviour lead are made aware of incidents requiring physical intervention.

13. Suspensions and Permanent Exclusion

Kingsbury Academy does not want to suspend any learner from School but sometimes this may be necessary if the behaviour of the learner is considered a threat to other people and approaches towards behaviour management have been exhausted. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environment. The Head Teacher may suspend a learner for one or more fixed periods, for up to 45 days in a single academic year. In extreme and exceptional circumstances, the Head Teacher may permanently exclude a learner. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent suspension if the situation warrants this. Kingsbury Academy would follow Government Guidance should this happen 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England' August (2024).

14. Legal and Policy Frameworks

It is important that all organisations supporting individuals with challenging behaviours demonstrate that their practice meets both legal and best practice standards. While there is no specific legislation that addresses the provision of care to people with intellectual disabilities and challenging behaviour, all of the following may be relevant at some time when supporting challenging individuals: The Deprivation of Liberty Safeguards (2008), the Mental Capacity Act (2005), the Human Rights Act (1998), the Children Act (1989) and the Mental Health Act (1983, 2007). In addition, the Health & Safety at Work Legislation (1974, 1999), with its statutory requirements for employers to manage risks in the workplace, has major relevance to the planning and delivering of training in reactive strategies. Lyon & Primor (2004) remains the definitive UK guidance on legal issues relating to the use of physical interventions. The Academy also has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

15. Best Practice Guidance Documents

- Bild, CAPBS Organisational and Workforce Development Framework (2016)
- How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder (2002)
- Positive and proactive care: reducing the need for restrictive interventions (2014)
- BILD Code of Practice for the use and reduction of restrictive physical interventions (fourth edition 2014)
- Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' (2017)
- HM Gov - Working together to safeguard children (2023, updated June 2025)
- DfE, SEN Code of Practice (2015)
- DfE, Summary of responsibilities where a mental health issue is affecting attendance, Feb (2023)
- Ofsted, Positive environments where children can flourish, Oct (2021)
- DfE, Searching, Screening, and confiscation: Advice for Head Teachers, staff and governing bodies (July 2022, updated July 2023)
- HM Gov, Reducing the need for Restraint and Restrictive Intervention (2019)

- DfE, Working together to improve school attendance, Guidance for maintained Schools, academies, independent Schools and local authorities, August (2024)
- Keeping Children Safe in Education September (2025)
- DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, August (2024)
- Restraint, Reduction Network (RRN) Training Standards (2019)

This policy should be read in conjunction with the following policies/documents:

- Safeguarding & Child Protection Policy
- Anti-bullying Policy

16. Appendix



Targeted Behaviour Support Plan

Name		Class/Year		Date	
------	--	------------	--	------	--

1. Child responses

General Character	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
2. Interventions	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies

3. Diversion and distraction

If child responds to distraction the interests of this child are ...

4. Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are (subject/peers/time of day)

5. Regulation

What type of activity best helps this young person to calm (Physical Activity, sensory, mindfulness, music)

Medical Information	
Evaluation (What has been updated)	Date

Signed		Date	
--------	--	------	--

17. Changes

Description	Date	Page	Section
Positive Behaviour Support	June 2021	5	5
Roles & Responsibilities (Heads of department changed to teachers)	September 2021	3	2.3
Positive Behaviour Management	September 2021	6	7.1
Behaviour Support Planning, Monitoring, Evaluation and Review – Wellbeing passports replaces communication profiles.	September 2021	7	7.1
Footnote added	September 2021	All	Throughout document
Behaviour Support Plan template added Appendix 2.	September 2021	14	16
References added in Appendix 1.	September 2021	12	15
Section 3 removed	March 22	4	3
Section 4 removed	March 22	4	4
Aims & Expectations amended	March 22	3	1
Roles and Responsibilities updated	March 22	3	2
Appendix 2 added	March 22	13	16
Legal and Policy Framework updated	March 22	11	14
Exclusions changed to 'Suspensions and permanent exclusions' updated.	February 23	15	12
Best Practice documents updated	February 23	16	14

Sensory Processing added (Section 8)	November 23	12	8
Reference documents updated	November 23	All	Throughout document
Reference documents updated e.g. KCSIE 2024	September 24	All	Throughout document
Reference documents updated e.g. KCSIE	September 25	All	Throughout document