



# The Rivers

## C.of E. Academy Trust

### Unity Academy

### Behaviour Policy

May 2023

#### Principles

At Unity Academy, we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

#### Our Values



#### Our Positive Approach

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

## **Teaching and Learning**

### **Expectations of behaviour**

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- poor emotional literacy skills
- low self-esteem
- poor social skills
- an inability to accept responsibility for his/her actions
- poor speech and language skills

In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation.

We aim to establish for our pupils:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

There are five school values which pupils are encouraged to follow at all times: safety, trust, achievement, respect and sharing. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's Uniform Policy;

- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber. (please see our preventing bullying approach)
- Inappropriate language, swearing and name-calling are actively discouraged;
- Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones. If mobile phones/devices are allowed in school, they are locked away during the school day and handed out at the end of the day.
- Please also see the searching and confiscation guidance in our safeguarding policy.

### **Behaviour Curriculum**

Our School endeavours to be proactive in improving behaviour. Thus, a part of our curriculum is the explicit teaching and learning of appropriate behaviours and Values for Life. It is through our behaviour curriculum that our school's expectations are translated into teaching and learning.

Our behaviour curriculum reflects these two roles accordingly.

1. For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. However, the teaching of appropriate behaviour will underlie all of the work in the school with subjects being seen as vehicles for teaching this as well as subject content.

2. For pupils attending Unity they will access SEMH provision to support them in managing their behaviours more effectively. These interventions and provision are seamlessly embedded into the weekly timetable to ensure that there is a wholistic approach to supporting SEMH needs across the school. The following are some of the interventions that take place:

- Conflict resolution led by adults
- Social skills
- Speaking and listening
- Emotional Literacy
- Weekly nurture provision
- Daily mile and time to talk
- Breakfast and circle time
- Every lesson end with reflection time using behaviour trackers
- Forest school & outdoor learning opportunities
- Enrichment activities
- Outside agencies supporting the specific needs of our cohort as and when necessary

### **Roles and Responsibilities**

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

#### **The role of the Head**

The Head is responsible for:

- establishing an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- organising support for implementing the behaviour policy;

- developing, monitoring and reviewing of the behaviour policy.

### **The role of the Teaching Staff**

The Teaching staff are responsible for:

- implementing the behaviour policy with their class;
- effective classroom management and the consistency of their application of the approaches outlined in the policy;
- provision for all children within class, including children with special educational needs as defined in the SEND policy;
- delivering a curriculum for teaching and learning appropriate behaviour.

### **The role of all Staff**

All non-teaching staff are responsible for:

- ensuring that the policy is consistently and fairly applied;
- teaching pupils how to behave appropriately;
- providing mutual support;
- modelling the high standards of behaviour expected from pupils.

### **The role of the Pupils**

The pupils are responsible for:

- shaping and promoting the school's code of conduct;
- supporting staff and other pupils.

### **The role of the Parents**

The parents are responsible for:

- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour;
- modelling the high standards of behaviour expected from pupils.

## **Behaviour Approaches and Strategies**

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that all staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.

Unity Academy has adapted the Behaviour Recovery Programme to meet the individual needs of the children. Behaviour Recovery is a supportive and structured approach to provide alternatives for fixed term exclusions. It follows a systematic and rigorous programme for establishing boundaries that lead to de-escalating cycles of unwanted behaviour and over a period of time it will allow children to manage their own behaviour. Based on Cognitive Behaviour Therapy approaches, the aim is always on recovery of behaviour rather than a focus on sanctions and negatives.

At times behaviour can give cause to suspect that a pupil may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.

All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when supporting children to recover behaviour.

### **A Positive approach**

'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' DFES 2003

Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

The daily behaviour trackers used with all children at Unity promote a positive approach to behaviour for every child on site. The focus is always on achieving green and rewards are linked into the tracker not only on a daily basis but longer term to support transition back to mainstream schools.

Our positive consequences consist of:

- Verbal praise and encouragement
- Stickers
- Sharing a positive tracker
- Daily 'Star of the Day'
- 20 tick chart
- Showing work to staff and other pupils
- Positive phonecall home to parents/carers, often with child present
- Weekly awards assembly 'Star of the week' for each class
- Weekly awards assembly 'Headteachers award' and 'Nurture Award' for positive behaviour linked to tracker

### **Cycles of Recovery**

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the stages of support that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour, the stages of behaviour recovery are implemented fairly and calmly. Our recovery stages are designed to encourage our pupils to take responsibility for their behaviour.

In all classrooms positive reinforcement will always be the first stage of any cycle of recovery. The focus for all staff will be on de-escalation and maintaining children within the teaching and learning environment for as much of the day/lesson as possible.

## De-escalation Strategies

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

Staff at Unity will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

- Reinforce positive choices
- Refer to Unity rules
- Reminders about what will happen next (to provide a sense of safety)
- Use of redirection and a 'quiet word'
- Staff move away from child allowing take up time and an opportunity to make the right choice

## REFLECTION ZONE

If a pupil's behaviour begins to escalate the pupil will be asked to move to the 'reflection zone' within the classroom. This will be away from the other children – no work will be given. The pupil will be given time to calm down and reflect on their behaviour. They will then return to the classroom activities to complete any work set. This should be for a maximum of 5 minutes and could be for only a minute when successful.

## PARKING

If a pupil's behaviour persists then the pupil will leave the classroom and be 'parked' in another class for up to 45 minutes. Children will be given time to calm down and reflect on their behaviour and given Unity values to copy (on occasion agreed work may be provided), without any adult interaction. Once the teacher feels that the pupil is ready to return to their own class they will return to their own classroom. The pupil is then welcomed by their class teacher and learning conversation will take place with an adult about how the situation could have been managed differently. This is an essential part of the approach as it is an opportunity for the child to reflect and think about a different way to manage behaviour next time. Any missed work will be completed in their own time.

## BLUE SKY

If a pupil's behaviour still continues to be disruptive and dangerous and they are refusing to follow instructions they will leave their classroom and be escorted to Blue Sky (The Cove). The pupil will be given an opportunity to calm down and regain control over their behaviour. Staff will not interact with the child to allow them time to regulate their emotions and prevent the pupil's behaviour from escalating. Often humour or distraction will support de-escalation and staff who are supporting the pupil will know which approach is best. At least one member of staff will remain with the child and when the pupil is calm they will have a conversation about the choices they have made and what they could do differently. They will then return to their classroom where a positive welcome will be the focus. They will complete any work they may have missed.

## RED SKY

If a pupil's behaviour is escalating or there is a risk to others in the classroom they will be escorted from the classroom and taken to Red Sky Zone, 'Under the Sea' room. Staff may need to use Positive handling holds to ensure that the child and others in the classroom are kept safe. This often involves 2 members of staff, who will stay with the child during their time there. Staff will not interact with the child to allow them time to regulate their emotions and prevent the pupil's behaviour from escalating. A child will remain in Red Sky for a longer period of time (up to half a day) until they are calm enough to return to class. The pupil will be given work to complete during their time in this room. The child will be provided with work that is easy to complete and requires minimum adult input. Any break and lunch times will be staggered and the child will be isolated from their peers. Following a discussion with a member of SLT the pupil will return to class, where they will be welcomed by their class teacher. Parents will be informed on the day and if necessary invited to a meeting the following morning to discuss a supportive and positive way forward.

- If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the head will determine the best course of action from the following:
- a letter will be sent to parents by the head, asking for an emergency meeting and an alternative program may be set up;
- Positive Handling Plan to ensure safety of all;
- individual risk assessment to ensure safety of all;
- fixed term suspension – length dependent on the severity of the incident;

- permanent suspension - this is rarely used and only in extreme circumstances.

### **Exclusions/Suspensions**

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Suspensions/Exclusion may be used when there is a:

- serious breach of the school's rules, values or policies;
- serious risk of harm to the education or welfare of the individual pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the head, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the head and CEO to help identify trends and address issues.

*This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which may be complex.*

### **Searching, Screening and Confiscation**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation July 2022 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, *Searching, Screening and Confiscation July 2022*.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- vapes;
- fireworks; and
- pornographic images.

### **The Use of Positive Handling**

All staff working on a daily basis with the children at the school are trained in using appropriate positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- the child;



- other children;
- members of staff;
- serious damage to property;
- the good order and discipline of the school.

Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment. Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed. The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used. It is essential that two members of staff are present if restraint has to be used. If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child and hold a child to prevent him/her from leaving the school. If these strategies are unsuccessful, restraint may be used if the circumstances outlined above are applicable, the child is at risk in other ways, e.g. in contact with an unsuitable adult or there is no responsible adult at home to take charge or to inform.

Any incident involving the use of restraint should be reported, verbally, to the head immediately and this should be followed by a written report of the incident within 24 hours. Staff should complete a Positive Physical Intervention report.

Following a restraint there is support available for both the pupil and the members of staff. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

### **Support Systems for Pupils**

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a fixed-term exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

### **Support Systems for Staff**

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the head/SENDco;

### **Support Systems for Parents**

Our strategies for parental support include:

- contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe;
- involving parents at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents to enable them to understand and participate as fully as possible;
- inviting parents to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents to attend a drop-in session with the Family Support Worker.