



# Unity College Blackpool

## Behaviour Policy

The Behaviour policy at Unity College Blackpool is a statement of good practice that covers all aspects of a school that contribute to the development and ownership of good behaviour and a positive ethos towards school.

### Aims

- To create an environment which encourages and reinforces good behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To maintain an environment where children feel safe, secure and respected

### Main Concepts

Our approach is based on 3 key concepts:

- The 4Rs (rights, responsibilities, rules and routines)
- A 4Rs restorative practice approach (Respect, Responsibility, Repair and Re-integration)
- An emphasis on **behaviour as a choice**, encouraging **ownership of behaviour** and relating **consequences to the behaviour**

### The 4 R's framework helps students:

- students make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- students take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- students know where they stand
- students feel safe
- support our Anti-Bullying Policy

All members of the School have the following rights, responsibilities, rules and routines:

### **1. Rights**

- To feel safe at school
- To learn to the best of their ability
- To be treated with respect

### **2. Responsibilities**

- To ensure that you allow others to feel safe at school
- To ensure that you allow everyone to learn to the best of their ability
- To ensure that you treat everyone with respect
- To attend regularly

### **3. Rules**

- I will respect other people and their property
- I will do as I am asked by all members of staff
- I will be well-mannered and helpful at all times
- I will attend lessons” ready to learn”
- I will not hurt other people

### **4. Routines**

It is wrong to assume that students know how to behave at certain times. As teachers we must teach them what sorts of behaviour we want to see. Always give feedback on how they are doing.

#### **A. Secondary Provision**

##### **Start of lessons**

- Arrive on time for all lessons
- Staff should greet students at the door
- Coats/outdoor wear to be removed before entering the room
- Students to sit where they are directed by the teacher
- Take out equipment
- Place bag under desk

##### **During lessons**

- Listen carefully when someone is speaking (teacher or other student)
- Complete set tasks
- Follow instructions
- Drinking water is permitted (at the discretion of the teacher)
- No eating or chewing
- Mobile phones will be confiscated if visible in a lesson (they will be returned at the end of the day)

##### **End of lessons**

- The teacher will signal the end of the lesson
- Put away all equipment as requested
- Pack away personal equipment
- Sit quietly until dismissed
- Put chair under the desk

### **On corridor**

- Walk quietly in the corridors
- Behave in a safe manner
- Eating and drinking are for outside or the dining rooms

### **B. Primary provision**

#### **In the playground**

- Wait sensibly in the playground
- When the whistle blows line up in your class
- Move swiftly, silently and sensibly

#### **In the classroom**

- Kind hands, kind feet, kind words
- Hands up - no shouting out
- Eyes looking, ears listening, lips closed
- Sitting on bottoms
- Work together
- Indoor voices
- Walking in the classroom
- Tidy up
- Share

#### **Moving around the school**

- Walking in a line
- Move swiftly, silently and sensibly

#### **Playing out**

- Kind hands, kind feet, kind words
- Share
- Look out for people when riding bikes
- Look after the equipment
- Stop still when the first whistle blows
- Line up in your class when the second whistle blows
- Move swiftly, silently and sensibly

#### **In the dining room**

- Use your knife and fork
- Quiet voices
- Always walk
- When you have finished sit quietly with your hands on your head
- Kind hands, kind feet, kind words

The 4Rs are displayed around the school and in classrooms and are discussed in a PSHE lesson with all children at the start of each academic year and wherever deemed necessary are refreshed. Copies are available on the website.

## **Restorative Practice Approach**

Unity College is a Restorative Practice Community, using the principles of restorative practice to create a positive support ethos and a sense of collective responsibility for well-being of our community and we use the 4Rs:

**Respect** - For everyone by listening to other opinions and learning to value them

**Responsibility** - Taking responsibility for our own actions

**Repair** - Developing the skills within our community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**Re-integration** - Working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

It is our expectation that **all** conversations with members of the Unity Community use a series of restorative questions and that these are displayed in each classroom and meeting room.

On the rare occasions that a student is verbally abusive to staff or commits an act of violence, then a fixed term exclusion will be imposed. Restorative conferencing will be used in place of or following the fixed term exclusion to resolve an issue and ensure that mutual respect and understanding is restored.

## **Teams**

Each student will be placed in a Team

The Team Structure gives the students a sense of belonging, of being in a team and provides a collective group for internal competitions. It provides a source of leadership training and the opportunity for children to participate in many different ways for a single goal. The school is constantly looking at further ways of increasing the role of the Teams in other areas of school life.

## **Sanctions and rewards**

Dealing with misbehaviour is a fundamental responsibility of **all** teaching staff, as is the imposition of sanctions when necessary. Sanctions should complement the range of positive rewards and reinforcements used to encourage students to behave well.

The establishment of good discipline is a central part of our work. Within this value system, teachers will use their professional judgement to manage behaviour in the classroom.

When students comply with the school rules (4Rs) they will be rewarded. These rewards will include:

- Verbal praise for good behaviour
- Coffee morning with Headteacher
- Students of the Month for behaviour
- Merit Awards

- Merit vouchers
- Activities Week

When students break the classroom rules, the teacher will use a range of techniques to gain compliance. Teachers may keep a student for up to twenty minutes at the end of the school day. Faculties will also run a 30 minute detention on a weekly basis. 24 hours written notice must be given to parents via a letter given to students.

## **Classroom Management**

### **Aims**

- To support the development of increased effectiveness in classroom management
- To help reduce ‘low level disruption’

## **Implementation of the 4Rs**

### **Subject teachers/Class teachers**

- Subject teachers impact on this through providing the right ethos in the classroom that will enable students to conform to the 4Rs.
- The beginning of this responsibility is in lesson planning. If work is appropriately challenging and interesting for all students, behaviour management will be easier. Lesson planning should also refer to behaviour issues. Often it is easier to predict who will cause problems and how, so we can think in advance about our responses. Having a ‘plan B’ lesson in case of disciplinary problems is sometimes necessary.
- When a student is sent to a ‘buddy’ teacher a meeting should take place between the student and the teacher sending the student before the next lesson to try to repair and rebuild the relationship, using the restorative practice narrative
- Teachers should contact parents and carers as necessary. This should be done as soon as a problem is identified: don’t give second chances before contacting home!
- The teacher should consider if a student’s behavioural problems are caused by special educational needs. These might be related to learning or to emotional and behavioural difficulties. In either case, the teacher should inform school SENCo.
- There will be times when, despite good planning and appropriate teacher behaviour the teacher will need support. This is in no sense an admission of failure or weakness. The first call is to the College Leader. The principle in making referrals is that if the problem is referred, so is the solution. The CL (or whoever deals with the problem) must be allowed to make the decisions about how to deal with the problem.
- In rare circumstances, there will be an incident so severe or a situation that requires immediate intervention by the ‘On Call’ staff. The teacher should send a message to the Office who will alert the member of staff who is on call. Serious incident sheets may have to be completed in these circumstances.

Subject teachers are expected therefore to:

- Arrive before the class, meet and greet students and begin the lesson on time
- Ensure that students enter the classroom quickly and quietly and follow the classroom routine
- Use a seating plan
- Plan the lesson appropriately and communicate the lesson objective to the students
- Know the students as individuals, by name and by attainment. Call them by their first names.
- Model the standards of courtesy expected from students.
- Ensure that the lesson is differentiated so that all students are able to participate fully in the lesson.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Criticise the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Avoid whole group punishments and humiliation.
- Keep to time in the lesson and finish on time.
- Stand at the classroom door and ensure an orderly exit.
- Analyse and evaluate the lesson and learn from it.

***Repeated failure to complete homework should be dealt with by each college.***

### **College Leader/Key Stage Lead**

The CL/KSL is responsible for the management of behaviour within the College. They should try to ensure that a problem is restricted to that subject area and is resolved.

- If necessary the CL/KSL should discuss the problem with the student's form tutor who will know if there is a widespread problem with the student. If there is such a problem, the CL passes responsibility to the form tutor.
- The CL/KSL should maintain a regular dialogue with the Team Leaders. These discussions should relate to standards of students' attainments and behaviour. How does student performance in this subject compare with other subjects? If there is under performance in this subject, then why?
- The CL/KSL should consider if a student's behavioural problems are caused by special educational needs. These might be related to learning or to emotional and behavioural difficulties. In either case, the CL/KSL should inform the school SENCo.

## **Behaviour outside of the classroom**

### **Aims**

- To ensure orderly movement around the school
- To develop a consistency amongst staff when dealing with behaviour outside of the classroom

## **Implementation of 4Rs on the corridor**

### **ALL STAFF**

- Behaviour on the corridors and in grounds is a corporate responsibility.
- Infringements of the corridor rules should always be challenged by the first member of staff to see them. Information about these incidents should be passed to form tutors in the first instance.
- All staff have a key role in supporting the positive ethos within school through personal example.

## **Classroom support**

It is the responsibility of the SENCO to implement an appropriate level and form of LSA/TA support, but may take the form of:

- LSA/TA may support an individual student in class (or classes) or during pastoral or non-structured times for a fixed or short term
- LSA/TA may support a whole class, under the direction of the class teacher
- LSA/TA may withdraw a single or small group of students under the direction of the class teacher to work away the classroom
- LSA/TA may work directly with a transient student for whom there is particular concern during an induction period, supporting them directly in class, or at pastoral or non-structured times
- LSA/TA may be involved in making contact with parents and/or attending meetings under the direction of the SENCO

## **A Recognition and Rewards Policy**

In order to recognise achievement at Unity College Blackpool a system of rewards will be applied when appropriate.

- Rewards should be available to all students in the class. Each student can gain 2 merits each lesson. 1 for being 'ready to learn' and the other for completing the Wolf.
- Further rewards (merits) should be in response to appropriate behaviour, good work or homework, representation and community work within the school.
- Recognising and rewarding should work closely with the school policy relating to the display of students work.
- Rewards should be promoted and recognised through all Year/Pastoral Assemblies.

Merits are an important part of our reward system and can be given to students by all staff.

Team Leaders and College Leaders are responsible for specific rewards for their Year or Departments. These may include termly trips, special award ceremonies

## **Behaviour Escalation**

### **Tier 1/Blue – 2 weekly review**

#### **Form Tutors/Class teachers**

The form tutor is the key worker for the students in their form. The focus of their work is to encourage students to work to their full potential and comply with school rules. The tutor monitors the students' academic progress, attendance targets, and behaviour where necessary.

- The tutor should be a positive, supportive, caring figure for the students in his/her form
- Tutors should receive and send for filing details of detentions and corridor incidents for their form into school files.
- The form tutors will meet with Team Leaders/Key Stage lead weekly and discuss the students in their form. They will start Tier 1 A and B or Blue A and B paperwork and feed back weekly to Team Leaders/Key Stage Leads

Strategies that form tutors should be using with students include:

- contact with the student's parents or guardians
- parental interviews
- counselling the student
- monitoring on a daily report/Behaviour daily report
- The tutor should consider if a student's behavioural problems are caused by special educational needs. These might be related to learning or to emotional and behavioural difficulties. In either case, the tutor should inform the School SENCo.
- Tutors should support students in their form who are the victim of misbehaviour inside or outside class, such as bullying. All incidents of bullying and racism must be logged and recorded via the school office.
- There will be times when, despite the best efforts of the tutor, no improvement is made. In this case, the problem should be referred to the Pastoral Manager.

### **Tier 2/Yellow – 3 weekly review (School Action)**

#### **Team Leaders/Key Stage Leads**

- The TLs prime role is in monitoring and maximising students' attainment.
- The TL in consultation with Form/Tutors, can provide support for teaching and learning strategies and advice with regard to the attainment of a student or a groups of students, affected by poor behaviour
- TLs/KSL will meet weekly with Form Tutors/Class Teachers and feedback on Merits, behaviour points and attendance. They will create behaviour folders and monitor form tutor/class teacher progress with Tier 1/Blue students

- They will implement Tier 2/Yellow paperwork if there is no response at Tier 1/Blue level

### **Tier 3/Orange – 3 weekly review (School Action +)**

If students do not respond to Tier 2/Yellow intervention, the student will be referred to the Student Support Panel. The panel will consist of:

Behaviour Lead  
 Assistant Head Teacher  
 Lead case worker  
 Integrated Lead  
 1 Team Leader on rotation  
 1 Key Stage Lead on rotation  
 SENCo

Decisions will be made on the support needed for individual students and the cases will be taken on by:

Caseworkers  
 Behaviour Manager  
 PWO  
 SENCo

They will implement Tier 3/Orange paperwork and if student attendance is below 85%, Persistent Absence Action Plans.

Cases will be reviewed every 3 weeks at the Student Support Panel.

### **Caseworkers**

- Caseworkers should ensure that Tier 3/Orange paperwork are maintained of student behaviour for their caseload
- They should liaise with outside agencies to support students further

### **Special Educational Needs Department**

- The SEN behaviour support staff should seek to diagnose reasons for a student's poor behaviour, in consultation with the tutors and Pastoral Managers.
- They should devise and manage an IEP if the behaviour is a result of emotional and behavioural difficulties.
- They should support the work of the Behaviour Lead, Inclusion team, SEN Support teachers, Caseworkers, Learning Mentors and LSAs in trying to improve the student's behaviour.
- They should liaise with the Behaviour Lead, Inclusion team, SEN Support teachers, Caseworkers, Learning Mentors if unacceptable behaviour is identified in a student's action plan.
- If this should prove ineffective the SENCo should review the student at School Action. An IEP for the student should then be drawn up for the student at School Action plus.

### **Quiet Room (Form)**

- The Behaviour Lead will decide on admissions to the Quiet Room.

- The purpose of the Quiet Room is to retain students in school and to improve their behaviour.

Some students during their time at Unity College will be in need of additional support. The varying needs include the following;

- Withdrawal from identified (by teacher and/student) individual/few lessons that have been problematic for short term respite (for teacher and student) with eventual repair rebuild and reintegration.
- Withdrawal from individual/few lessons for long term, usually following short term, but where repair, rebuild and re-integration have failed. Total long term withdrawal may be a very occasional strategy.
- Isolation from other students within school as part of a sanction consequence for misbehaviour. This will also include withdrawal of normal break and lunchtime privileges. This will include students who have been given a fixed term exclusion from school, containment for full day as either a sanction consequence for truanting or positive prevention of further truanting.
- Reintegration into school following absence for various reasons.

The emphasis for all the above situations needs to be on 'refocus and redirection'. The aim will be to create a busy purposeful unit where real learning and the acquiring of good working habits is taking place.

Other possible support needs may include the following:

- withdrawal from all lessons in the short term for students experiencing temporary trauma
  - integration into school from other schools
  - Positive placements to support coursework catch up etc.
- The Behaviour Manager will oversee the re-integration of students into mainstream lessons. A re-integration plan should be drawn up by the Behaviour Manager.
  - The Behaviour Manager will provide support to retain students in school whose unacceptable behaviour places them at risk of either fixed term or permanent exclusion.
  - All students who have had a placement in the Quiet Room for isolation purposes as part of a sanction consequence for misbehaviour or truanting should be monitored on a school report for up to five days. This should be monitored by the Behaviour Manager. If the report is unsatisfactory then the student should be referred back to the Behaviour Manager.
  - There will be no option for the exclusion to be off site, unless agreed by the Head teacher in extreme circumstances.
  - Absence during the period of exclusion will be unauthorised (unless certified by a G.P./Hospital) and will be dealt with in accordance with the school's individual procedure (e.g. The exclusion may be started from the day of the student's return to school)

## **Tier 4/Red – 3 Weekly review**

If a student fails to respond to intervention at Tier 3/Orange, the case will be reviewed at Student Support Panel and placed on the next tier.

**4A/Red A** – will be managed by the Behaviour Lead supported by a Governor at the initial parent meeting

- The Behaviour Lead should be responsible for the management of behaviour throughout the school.
- They should set the tone and expectations in assemblies and other presentations
- The Behaviour Lead should inform the Head teacher, if a decision is needed, in the event of a serious incident that may result in either a fixed term or permanent exclusion from school.

**4B/Red B** – will be managed by the Behaviour Lead with an SLT link and supported by a Governor at the initial parent meeting

### **Assistant Head teacher**

- The Assistant Head Inclusion should support the Behaviour Leader and SLT with the management of behaviour throughout the school.
- They should set the tone and expectations in assemblies and other presentations.
- They should hold Governors disciplinary meetings at Tier 4 of that system.
- The Assistant Head Inclusion will make decisions about short fixed term exclusions in the Headteacher's absence.
- Other members of the SLT will support the Assistant Head Inclusion and stand in her place in her absence.

### **Headteacher**

- He should set the tone and expectations for the whole school in assemblies, other presentations and by his personal example.
- Only the Deputy Head Inclusion or Behaviour Lead should refer to the Head teacher.
- Disciplinary matters should only reach the Head when all else has failed.
- The Head will hold meetings as a final warning before permanent exclusion.
- Only the Headteacher has the power to exclude a student in response to serious breaches of the school's disciplinary policy.

### **Management of Detentions**

All staff are entitled to detain students for up to 20 minutes without due warning. Parents do, however, get easily upset if students have to travel long distances in winter, so caution is advised. **Be particularly careful not to keep in whole classes, as it is extremely unlikely that the entire group will have misbehaved** – identify the culprits.

Colleges will organise a weekly detention for students who are persistently failing to respond to the subject teacher's strategies of Behaviour Management. This will be a 30 minute detention and parents must be given 24 hours notice.

Colleges may wish to organise a separate detention for non-completion of homework – **24 hours written notice** is required.

A detention will be run on Friday evening by the Assistant Head Teacher for students that default College detentions and gain more than 10 behaviour points  
24 hours notice must be given to parents in the event of this detention

### **Malicious allegations against students or staff**

The school views these extremely seriously and will always be investigated by the Head teacher or his representative.