



Unity Academy

Behaviour Policy

Introduction

FCAT Academies have at their heart a firm commitment to putting the needs of children first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

FCAT Academies believe that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Unity Academy acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN).

Students learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the **rights, responsibilities, rules and routines** of all members of the school community, the importance of clear and consistent classroom routines which are always adhered to, and a culture of rewards for success.

Aims

To create a positive, purposeful teaching and learning environment whereby all adults are **consistent, insistent** and **persistent** through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour
- encouraging students to develop and maintain positive relationships with both their peers and adults, characterised by mutual respect
- the provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour
- a system of rewards and graduated sanctions for students related to both academic progress, success and behaviour

Main concepts

Our approach is based on 3 concepts:

- The **4Rs** (rights, responsibilities, rules and routines)
- A 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 4Rs framework helps students:

- Make better choices
- Keep the focus on learning, progress and attainment
- Give a sense of fairness to both praise and correction
- Take responsibility for their own behaviour and learning
- Create a consistent approach by using the traffic light consequences framework
- Share a common theme and common language with adults
- Know where they stand
- Feel safe
- Support our anti-bullying policy

Expectations

All members of the Academy have the same rights, responsibilities, rules and routines:

Rights

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

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 have excellent attendance and punctuality

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 in full uniform, on time and 'ready to learn'

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 and always give feedback on how they are doing.

Restorative Practice Approach

Unity Academy is a restorative practice community, using the principles of restorative practice to create a positive support ethos and a sense of collective responsibility for the well-being of our community.

Respect

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

Responsibility

- Taking responsibility for our own actions

Repair and Rebuild (R&R)

- 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

Positive Reinforcement Strategies

Another way of tackling poor behaviour is to use language in positive terms so that you are not focussing on one individual's behaviour when everyone else is behaving appropriately.

All staff should:

- Give verbal praise when good attitudes to learning are shown
- Communicate positively with parents at least once per half term
- Give Pride Points/Dojos
- Give student of the lesson cards
- Give subject specific rewards
- Recommend Principal's commendation award – wow card
- Have classroom and corridor displays that show students' work
- Reward students hard work in assemblies

Classroom Management (see Appendix 1 Routines)**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**

- 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 possible to predict who may 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 the 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 Phase Leader. The principle in making referrals is that if the problem is referred, so is the solution. The Phase Leader (or whoever deals with the problem) must be allowed to make the decisions about how to deal with the issue.
- 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 Impact Room who will alert the member of staff who is on call. Serious incident reports may have to be completed and stored on the management system (SIMs) in these circumstances.

Subject/Class 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 an age appropriate 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 showing a good attitude to learning 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

Sanctions and rewards

Consequence system

When a student infringes classroom rules the teacher will use the traffic light system which is known as 'consequences'. We want all students to stay on green! Any defiance or a poor attitude to learning is shown, will result in a consequence.

Y1-11	EYFS	Stage	Reward/Consequence
		Going the extra mile	<ul style="list-style-type: none"> Wow card – Principal's commendation Star of the week
	 Castle	Stay on green	<ul style="list-style-type: none"> Pride Points Student of Lesson card
 		C1 Green Warning for negative attitude to learning	<ul style="list-style-type: none"> Verbal warning
 	 Children can move up and down leaves	C2 Amber Self-regulate own behaviour Second warning for continued negative attitude to learning	<ul style="list-style-type: none"> Initials recorded/name moved
 	 Giant	C3 Red Third warning for continued negative attitude	<ul style="list-style-type: none"> Initials recorded Behaviour point recorded on class chart – ownership of behaviour by classroom teacher must be clearly recorded Detention issued by teacher
		C4 Red Move to buddy Continued negative attitude	<ul style="list-style-type: none"> Sent to buddy teacher Detention issued by subject teacher and information shared with Faculty/Phase Lead Contact home
		C5 Red On call Impact referral Serious incident or failure to comply with C4	<ul style="list-style-type: none"> On call Impact referral may be requested by the class teacher (see Appendix 2) and/or isolation the following day decided by the behaviour team

Management of Detentions

Every effort should be made to inform parents/carers; however, all staff is entitled to detain students without due warning in Phase 2, 3, 4 and 5. Nevertheless, Phases/Faculties will organise a weekly detention for students who are persistently failing to respond to the subject teacher's strategies of behaviour management.

Teachers have a specific legal power to impose detention outside school hours.

What the law allows:

- Teachers have a legal power to put students (aged under 18) in detention. Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a. any school day where the student does not have permission to be absent;
 - b. weekends – except the weekend preceding or following the half term break; and
 - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'
 - Schools may now detain students for up to one hour beyond the end of the school day. There is no legal requirement for notice of this detention to be given to parent/carer.
 - In the case of same-day detention (of duration greater than 20 minutes) Unity Academy will always seek to inform parents of their child's whereabouts in order to seek the support of parents and to confirm a child's whereabouts in the interests of safety.

Behaviour escalation

A behaviour tier system is used to ensure early interventions are in place for students who do not follow school rules and consistently show a poor attitude to learning.

Behaviour Monitoring Tier System (Plan Do Review)

TIER	STAFF	BEHAVIOUR POINTS	ACTION
1	Class Teacher Progress Tutor	10+	Letter home Report Subject teacher report In class support Phone call home
2	Phase Lead	20+	Letter home Report Subject teacher support/Impact referral Further in-class support Phone call home Isolation referral Modified timetable Parent meeting CPD staff
<p>SSP A discussion will take place at SSP led by the Phase Lead looking at trends to plan an appropriate early intervention support package needed for the student. This might include:</p> <ul style="list-style-type: none"> ● Daily report monitoring ● Behaviour plan ● Parent meeting ● Counselling ● Pastoral support ● Advocate support ● Modified timetable ● SEAL ● BAP support/referral ● SEN(D) review (learning passport) ● EHCP (Education Health Care Plan) ● The allocation of an Early Help Advocate <p>Please note during this period of discussion a student could increase their behaviour points to 30 and above.</p>			
3	As per SSP decision. Staff might include: <ul style="list-style-type: none"> ● Progress Tutor ● Phase Lead ● Behaviour team including Assistant Principal for behaviour ● Pastoral 	30+	Letter home Report Subject teacher support In class support Phone call home Isolation referral Reduced/alteration to time table Parent meeting SERF referral Manage move discussion Behaviour contract Fixed –term exclusions

	support		
4	Principal (note – only the Principal can exclude a student)	60+	Fixed Term Exclusions Permanent exclusion Governors meeting

NB: All correspondence relating to tiers can be found in G Drive/Behaviour/Tier

Recognition and Rewards

A consistent system of rewards will be used to recognise hard work and achievement.

- Rewards will be available to all students in the class. Each student can gain a number of Pride Points each lesson by showing resilience, independence and determination in their work
- Further rewards for learning will be allocated in response to appropriate good work or homework, representation and community work within the school
- Recognition and rewards will work closely with the school procedures relating to the display of students work
- Rewards will be promoted and recognised through assemblies

Pride Points are an important part of our reward system and can be given to students by all staff; bronze, silver and gold badges - Phase Leaders are responsible for rewarding pride badges and specific rewards for their phases.

Behaviour outside the classroom

Aims:

- Ensure orderly movement around the school
- 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 school 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 Progress Tutor/Class Teacher in the first instance
- All staff has a key role in supporting the positive ethos within school through personal example.

Internal Isolation

Some students will be in need of additional support during their time at Unity Academy. These varying needs may include the following:

- Withdrawal from identified lessons for short term respite with planned repair, rebuild and reintegration ((**See Appendix 2 Impact Referral Form**))
- Withdrawal from identified lessons for longer term, possibly following short term where repair, rebuild and re-integration have failed. Long term or permanent withdrawal may be a very occasional strategy
- Isolation from other students within the Academy as part of a 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 consequence for truanting or for the positive prevention of further truanting.

The emphasis for all situations is 'refocus and redirection'. The aim will be to create busy, purposeful lessons 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 issues
- integration into school from other schools (managed moves)
- positive placements to support learning or coursework (Learning Support)
- to support other academies' behaviour management systems

Fixed term exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. The following are examples of serious breaches:

- Failure to comply with a reasonable request from a member of staff. Failure to wear Academy uniform which has been provided (where available). A student who remains in incorrect uniform is regarded as having failed to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the 'consequence' system
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft

- Making a false allegation including against a member of staff
- Behaviour which calls into question the good name of the Academy, including when this takes place off the school premises whilst in school uniform
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Permanent exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Principal will make the judgement. In exceptional circumstances, it may be appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious serious false allegation including against a member of staff
- Potentially placing members of the school community or the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

Cases where a Principal may permanently exclude a student include:

- one of the above offences;
- or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

Guidance on Offensive Weapons

The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns,

catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents which may result in the permanent exclusion of a student:

- Deliberate activation of the fire/evacuation alarm without good intent
- Repeated or serious misuse of the Academy computers by hacking or other activities that
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system.

Online Safeguarding

Whenever a student infringes the online safeguarding policy such as cyber bullying, the final decision on the level of sanction will be at the discretion of the school leadership. This includes incidents which may take place outside of the academy and which are linked to membership of the Academy. All breaches of the e-Safety Policy will be recorded and referred to the Designated Safeguarding Lead or Person.

Examples of sanctions are:

- referral to Principal
- contact with parents/carers
- exclusion
- referral to the Police/PCSO
- referral to online safeguarding officer who may impose network sanctions.

Screening, searching and confiscation

Academy staff can search students with their consent for any item. Principals and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- literature promoting extremist views

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force

All academy staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Malicious allegations against students or staff

The Academy views these extremely seriously and will always be investigated by the Principal or their representative and appropriate action will be taken.

Beyond the School Gates

The school also expects all students to behave well in our community beyond school and to enhance their personal and the school's reputation. The school will respond, using its existing sanctions framework to any incidents of (non-criminal) bad behaviour and/or bullying it is aware of, where it has jurisdiction to do so. This may include misbehaviour when:

- Taking part in any school - organised or related activity
- Travelling to or from school
- When wearing school uniform
- They are identifiable as a student at the school

Or misbehaviour at any time, which could:

- Prejudice the orderly running of the school
- Pose a threat to students/s or a member of the public
- Adversely affect the reputation of the school. As part of this the school may also liaise with the Police and/or PCSO.

Appendix 1

Routines

Consistent Insistent Persistent

Classroom R-Y6

1. Students need to be in classrooms as soon as practically possible being met each session by the teacher.
2. Students to either sit straight onto the carpet or sit straight away at tables if preferred by the teacher. Focus on a sharp start to and hook for the lesson.
3. Use a well thought out seating plan. Be prepared to change the seating plan if it is not working.
4. When the register is called insist on students replying 'good morning/afternoon. Reply with 'thank you' or 'good morning/afternoon'.
5. Whilst the register is being called, students should be listening to ensure it is completed quickly and accurately.
6. Challenge lateness at end of the lesson to avoid delay and/or conflict at the start.
7. Use hook activities which are simple, understandable, creating engagement and independent thinking.
8. Be aware of an easily accessible 'buddy class' for the removal of students if necessary.
9. Remember to give dojo points for learning, student of the lesson card and any WOW cards.

Classroom Y7-11

10. Staff to meet and greet at the door. Students need to be in classrooms as soon as practically possible after lining up outside. If there is a difficulty with being there on time because of teaching in another part of the building, make prior arrangements with a faculty (or other) colleague who is available to help. If no colleague is available, speak to impact to access support.
11. Students to stand behind chairs before being instructed to sit down or to sit straight away if preferred by the teacher. Focus on a sharp start to and hook for the lesson.
12. Use a well thought out seating plan. Be prepared to change the seating plan if it is not working.
13. Planners and equipment on desks, coats off, bags under desks and not blocking walkways.
14. When the register is called insist on students replying 'miss' or 'sir'. Reply with 'thank you' or 'good morning/afternoon'.

15. Whilst the register is being called, students should be occupied. They could be completing the RRR or doing a starter activity to provoke thinking.
16. Collect homework at end of lesson to avoid conflict at start. Challenge lateness at end of the lesson similarly to avoid delay and/or conflict at the start.
17. Use hook activities which are simple, understandable, creating engagement and independent thinking.
18. At the end of lesson have students stand behind chairs and give instructions for a clear and orderly dismissal so that students are moving on the end of the lesson. Close down must not start at the lesson end time.
19. Be aware of an easily accessible 'buddy class' for the removal of students if necessary.
20. Follow the Seven Steps
21. Remember to give pride points for learning, student of the lesson card and any WOW cards.

Corridor, playground and canteen

1. Students and staff to walk on left in corridors and on stairs.
2. Walk, no running.
3. Respect younger students, adults and visitors. Be polite and respectful.
4. Calm and quiet on the corridors. Move with purpose and avoid loitering.
5. Toilets not to be used as a social area.
6. Staff and Prefects on duty to wear high visibility vest.
7. Report concerns to staff on duty.
8. No food or drink on corridors.
9. Respect and follow the one way system.
10. Sit down to eat in dining room, no moving around. Students can eat their dessert when they feel ready and do not need to ask. Place all litter in the bins provided.
11. Students to follow prefect and staff instructions without argument.
12. Queue politely and take turns. Hold doors for others.

Behaviour for learning strategies

1. Strive continually to sustain positive relationships, enjoyable learning and a calm, focused learning climate.
2. Always follow through with rewards and/or consequences. Certainty is critical.
3. Use at least 5 times more positive comments to negative.
4. Firm and fair approach.
5. RIP and PIP remonstrate in private and praise in public
6. Use earned rewards, as many as possible.
7. Model manners and social skills.

8. Catch students being good.
9. Give responsibilities to key students e.g. give out/collect books etc.
10. Consistent language 'all eyes on me', 'one voice', positive body language'.
11. All hands up for silence.
12. Use traffic light system – Phase 1 beanstalk, cool down zone, table or room.

Impact Referral Form

Student name:		Subject:	
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Reason for Referral

- continued unacceptable behaviour for learning
- other (please clarify in the comments box below)

Please can you indicate which interventions have taken place before the referral to impact:

- detention/s for student
- discussion with Progress Tutor
- discussion with HOF
- discussion with SEN(D)
- discussion with Phase Lead
- meeting with parents/carers (compulsory before any referral is accepted by LSC)
- phone call with parents/carers

Please note I will not accept a referral until a meeting/phone call with parents/carers has taken place.

Additional comments: (optional)

Please indicate the start date for the referral, the last date the student will be in impact and the date when the R&R will take place before the student returns to your lesson:

Start date	
Finish date	
R&R date	

An R&R is a vital part of a successful reintegration back into your lesson. Clear expectations need to be discussed during this.