

**RISE ACADEMY**  
**BEHAVIOUR POLICY**  
**OCTOBER 2015**  
Review date October 2016



## **Aims of the Policy**

At Rise Academy we aim to encourage the development of social skills for all students. We try to ensure that the wider curriculum meets the diverse needs of all our students whether emotional, intellectual, personal or social. The ultimate aim is that all students attain independence in all areas of their lives.

The Behaviour Policy emphasises the importance of acknowledging academic, social and emotional progression involving students, parents and carers to provide a safe, welcoming and inclusive environment. It acknowledges the duties of Rise Academy under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## **Encouraging Positive Behaviours**

- Staff model expected behaviour
- Staff have high expectations of student behaviour
- All lessons encourage positive behaviours and anything unacceptable is challenged
- The support offered by the Learning and Family support workers ensures that personal, social and emotional issues are addressed at Rise Academy.

## **The staff team will:**

- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all students
- Plan each activity or lesson to ensure the aims and instructions are clear
- Share and cascade good practice
- Foster close links with parents and carers to ensure mutual and effective support for all students
- Ensure formally and informally, the maintenance of close links between home and school
- Work closely with all external agencies to provide support for all students
- Complete an assessment of a student's attitude to self, school and learning every term which will inform the student support plan.

## **Rise Academy**

### **Rights and Responsibilities Charter**

All staff, students and visitors:

- Have the right to remain safe and ensure everyone else does
- Have the right to be treated with courtesy and respect by everyone and will make the effort to treat others in the same way
- Have the right to be able to get on with their work and not prevent others from doing the same
- Have the right to make mistakes and should feel safe and comfortable enough to apologise if necessary
- Have the right to be listened to but must be prepared to listen to others
- Have the right to request help and be prepared to offer help and support to others
- Have the right to achieve their potential and work to the best of their ability
- Have the right to personal opinions, values and beliefs and should respect the values and beliefs of others even if different to their own
- Have the right to tell people how they feel in a respectful way, and will acknowledge that others have feeling too
- Have the right to their personal space and that others are too
- Have the right to have a mobile phone with them but must ensure that it is not used during lesson times
- Have the right to be who they are, but must realise that other people's individual differences are strengths and not weaknesses
- Have the right to expect their personal property will be safe and respect the environment and all things in it
- Have the right to be treated consistently and fairly

### **Expectations**

Rise Academy offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent.

It is **expected** that everyone will:

- Treat each other respectfully and courteously
- Follow staff instructions
- Respect the school, adjacent buildings and other people's belongings
- Attend regularly and punctually
- Complete all tasks to the best of their ability
- Take pride in their own and each other's achievements

### **Rewards**

All students who carry out the expectations of Rise Academy will be rewarded through:

- Instant verbal praise or written comment on work when appropriate
- Positive behaviour points for every lesson when expectations are met
- Letter home from the head to parents and carers when expectations are met consistently over a week
- Individual reward for pupils in all subject areas
- Staff can award extra points within any lesson for 'Outstanding' performance

### **Rules**

- Health and safety rules must be obeyed at all times
- Physical or verbal abuse of staff or other students will not be tolerated
- Mobile phones will not be used in lessons

### **Sanctions**

When students do not meet the expectations of them then staff will record incidents on SIMs for the following:

- Verbal abuse including homophobic language, by text, socio-economic abuse, SEN needs, race or physical characteristics
- Aggression towards staff or peers
- Refusal to work
- Lateness to lessons
- Absconding from the unit

Repeated incidents over a period of time will be addressed by:

- Parent/carer contact by telephone
- Parent/carer contact by letter from the Head
- In agreement with all staff involved a period of isolation from their peers and/or teaching group
- Serious breaches of discipline will in very extreme circumstances result in a period of fixed term exclusion

## **Managing Challenging Behaviour**

Rise Academy employ de-escalation strategies and use physical intervention as a very last resort using Team Teach approaches.

### **Students who are in amber**

- Allow students to walk away for a while
- Consider whether it is better to 'bank' an incident and deal with it later
- Acknowledge the fact that the student is in amber and offer ways to return to green
- Ask low key questions
- Use distraction
- **Expect** students to manage their behaviour and indicate this verbally

### **Escalation**

- Encourage the student to stop and take deep breaths
- Remove the student to reduce the audience
- Allow the student to get fresh air
- Stay calm and keep a low voice
- Acknowledge the fact that the student is in danger of red and offer ways to return amber

### **Students in crisis**

- Ensure student and staff safety
- Remove from the audience
- Avoid confrontation
- Allow a safe exit

### **During de-escalation**

- Encourage the student to bring down the physical symptoms eg breathing, talking calmly, reassurance
- Avoid being judgemental
- Do not conduct an investigation
- Allow them to work on their own if appropriate
- Provide them with some control so they do not feel trapped

## **Positive Handling Plans**

Students who require physical intervention or are frequently in red must have a positive handling plan which will describe the strategies required to deal with the presenting behaviours. This will be

shared with parents and carers in line with the Physical Intervention Policy. Incident logs and absconding logs are completed and signed by a member of the Senior Leadership Team.

### **Confiscations of inappropriate items**

The staff and Head of Rise Academy will confiscate items belonging to students if they pose a risk to the safety of staff or other students, or in the case of mobile phones, are repeatedly used during lessons. Any such items will be returned at the end of the day and the parent or carer informed, unless it would be considered dangerous to do so.

### **Power to search**

Members of staff under the direction of the Head can search without consent for the following:

- Knives and weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or likely to be used to commit an offence, cause personal injury or damage to property

Any actions which would be considered to commit an offence will be reported to the Police.

### **Associated Policies**

Safeguarding and Child Protection Policies

Online safety Policy

Physical Intervention Policy

Anti-bullying Policy

### **Legislative Links**

Education Act 1996

Schools Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

Equality Act 2010

Education Act 2011