

RISE ACADEMY
BEHAVIOUR POLICY

September 2019

Review date September 2020



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).

This policy is further underpinned by our values and philosophy of care, welfare, safety and security for all which compliments Rise Academy's striving to a Trauma Informed Care (TIC) approach to supporting individuals and which forms part of our wider Positive Behaviour Support (PBS) framework.

Rise Academy & TIC

By adopting a holistic wrap around care approach that assumes underlying trauma to all individuals, Rise Academy aims to:

Realize and acknowledge the prevalence of trauma and its symptoms.

Recognise how trauma affects individuals and their behaviours.

Respond by putting this knowledge into practice that supports behaviour de-escalation, healing and recovery.

Rise Academy & PBS

Rise Academy's approach to PBS incorporates the safe use of reactive strategies (possibly including restrictive practices) alongside proactive primary and secondary preventative approaches.

Rise Academy aims to develop an understanding of the challenging behaviour displayed by an individual based upon knowledge and assessment which include use of an Educational Psychologist, ELSA, BOXALL, Risk & Protective factors and which is inclusive of that individual alongside involving any parent/carers/multi-agency support.

This is with the aim of developing and implementing an effective and enduring system of behavioural support.

Encouraging Positive Behaviours

Rise Academy aims to develop an understanding of the challenging behaviour displayed by an individual based upon knowledge and assessment which include use of an Educational Psychologist, ELSA, BOXALL, Risk & Protective factors and which is inclusive of that individual alongside involving any parent/carers/multi-agency support **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:

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

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 are to be on silent and not seen in lessons: Learning areas are now "Phone free zones" and admissions process is now more robust in communicating this. Posters are also in prominent places around the sites re-enforcing this message.
- Classroom code to be followed

Sanctions

When students do not meet the expectations of them then staff will record incidents on our MIS 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

Attitude to Learning

Rise Academy will report on a student's attitude to learning using a 5-point scale: +2/+1/0/-1/-2 for every lesson and recorded through the CLM system.

This information will be used by all staff to re-enforce behaviour towards learning.

The 5-point Contribution and Attitude to Learning scale with its guidance can be found as Appendix 1 of this Policy and has been shared with all staff and partner providers.

Managing Challenging Behaviour

Rise Academy is a registered member of the Restraint Reduction Network and all of our staff will be trained at a minimum of Foundation Level in CPI's Management of Actual or Potential Aggression (MAPA) program which holds British Institute of Learning Disabilities (BILD) accredited status.

This program compliments Rise Academy's values and ethos in putting the staff and students Care, Welfare, Safety and Security at the fore front of our professional practice.

Initial training will be provided as close to staff employment start dates as possible and annual refresher training will be a Rise academy statutory requirement in line with BILD best practice.

In order to best support new students Rise Academy will utilise any data provided by referring school alongside liaising with students, parents, carers and any other agencies involved in the student's admissions meeting to build an initial MAPA plan which will then be shared with the staff team.

This plan will outline staff responses to the 4 escalation levels as identified by the MAPA plan and as agreed with the young person and discussed with parent/carer at admission.

Rise Academy will only implement the use of a physical intervention with full consideration of our risk assessment matrix and opt-out sequence which will guide us to ensure:

- It is only used as a last resort.
- It is used at the lowest level possible.
- It is used for the least amount of time possible.

Any situation that does lead to a physical intervention will be treated by Rise Academy as a failure to safeguard and therefore the following will be carried out as part of a reflective Assess, Plan, Do , Review cycle to ensure learning from the event takes place for all those involved.

- Accident & Incident form completed.
- 121 with staff and students involved.
- IBERA De-briefs with staff & then students (Independently) ideally within 72hrs of event to clarify and update MAPA plan.
- Revised MAPA plan and any further recommendations from the De-briefs taken to next SLT meeting before then sharing with the whole staff team.

In instances of escalating behaviours as identified within the Crisis Development Model, Rise Academy Staff will manage as follows:

Students at Anxiety level:

Be supportive using an empathic and non-judgemental approach.

- Allow students to walk away for a while
- Listen & allow time.
- Consider whether it is better to 'bank' incident and deal with it later
- Ask low key questions
- Use distraction
- Expect students to manage their behaviour and indicate this verbally

Students at Defensive Level:

Be directive to decelerate an escalating behaviour.

- Encourage the student to stop and take deep breaths
- Limit set
- 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 further escalation and offer ways to empower return

Students at Risk Behaviour/Release Level:

Consider Physical Intervention as a last resort to manage behaviour that presents an imminent or immediate risk.

- Staff to consider Decision Making Matrix Risk Assessment tool to support safest outcome.
- Ensure student and staff safety
- Remove from the audience/ remove audience.
- Avoid confrontation
- Allow a safe exit
- Implement Physical Intervention as a last resort, at the lowest level and for the least amount of time.

Students in Tension Reduction:

Therapeutic Rapport in order to re-establish communication.

- Encourage the student to bring down the physical symptoms such as breathing, talking calmly, reassurance
- Avoid being judgemental, demonstrate empathy and avoid blame.
- 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

MAPA Plans

All students will have a MAPA plan from Admission which will be reviewed and updated following any incident or as deemed necessary. Those who require physical intervention in particular must have this in place as it forms their 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.

Where a student has been with us prior to the introduction of this into the Admissions policy, one will be completed following any initial incident.

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 used during lessons in contradiction of our new guidelines. 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

BILD Code of Practice Fourth Edition

APPENDIX 1:

CLM Contribution Marks/Attitude to Learning.				
-2: Exceptionally Negative	-1: Below Standard	0: Expected Standard	+1: Above Standard	+2: Exceptionally Positive
Arrival in a lesson that is 50% -99% completed or non-attendance deems this the maximum award.	Arrival in a lesson that is 5%-50% completed deems this the maximum award.	Arrival in a lesson that is 1% -5% completed deems this the maximum award.	Arrival in lesson on time or early deems the student eligible for this award.	Arrival in lesson on time or early deems the student eligible for this award.
Constant classroom disruption that influences the learning of all.	Any level of classroom disruption.	No classroom disruption including being out of lesson.	No classroom disruption and an improvement on the individuals usually displayed behaviours.	Positive impact on classroom environment including support of peers.
Gross Misconduct.	Disrespect to staff and/or peers and/or environment.	Respect shown to staff and/or peers and/or environment.	Respectful throughout lesson.	Respectful, enthusiastic and supportive throughout lesson.
Absconding with only 0%- 25% of the lesson complete deems this the maximum award.	Absconding with only 98%-75% of the lesson complete deems this the maximum award.	Stays in lesson 100% from arrival within 2 mins from start.	Stays in lesson 100% of the time.	Stays in lesson 100% of the time.
Complete lack of engagement and contribution with work and little or no output when considering individuals expectations.	Little engagement and contribution with work and minimal output when considering individual's expectations.	Engagement and contribution with work in line with the individual's expectations.	Good engagement and contribution with work meeting/exceeding the individual's expectations.	Outstanding engagement and contribution with work exceeding the individual's expectations.
Intimidating behaviour: verbal/non-verbal as defined by MAPA. Engaging in Risk behaviour as defined by MAPA. Bullying.	Defensive behaviour: Verbally challenging behaviour defiance and refusal as defined by MAPA.	Some anxious behaviours as defined by MAPA that do not impact on peers learning but highlight the need for some support/intervention which then allows quick re-engagement.	Positive behaviours throughout lesson.	Positive behaviours and enthusiasm throughout the lesson that support staff in delivery.
Failure to follow the agreed classroom code regularly deviating.	Failure in part to follow the agreed classroom code.	Fully follows classroom code.	Fully follows classroom code.	Fully follows classroom code.