RISE ACADEMY

BEHAVIOUR POLICY

September 2026

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Care

Welfare

Safety

Security

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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 & Trauma Informed Care

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

- Realise 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 & Positive Behaviour Support

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 and 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.

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 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 and Encouraging Positive Behaviours

Students will be rewarded with Target 20 points at the end of each lesson for completing any of the following:

- Making an effective start to the lesson by fulfilling the expectations of punctuality
- Achievement of the lesson objective
- Producing a piece of outstanding work
- Demonstrating an active involvement in the lesson
- In addition, staff can reward points for any other positive behaviour which they witness

Attitude to Learning

The Academy supports students in assessing their own attitude to learning including key attributes and skills such as attendance, punctuality, behaviour, engagement in lessons, teamwork, enrichment (See appendix 1). Rise Academy staff will report on a student's attitude to learning using a 5-point scale for every lesson and be recorded on the behaviour system: Target 20

0 Points – Not attended – Student was timetabled for lesson but did not attend

1 Point – Inactive – Rarely engaged positively in the lesson

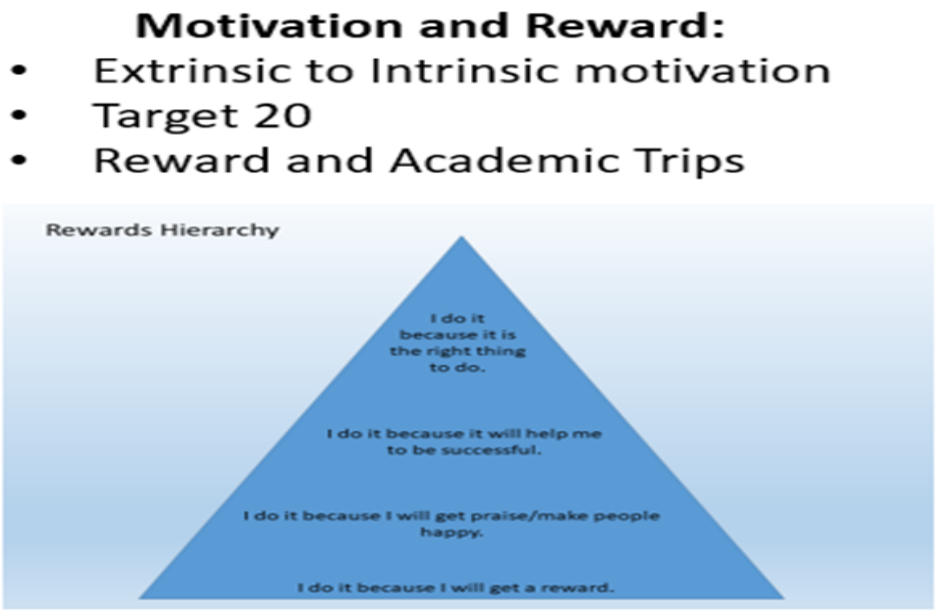
2 Points – Passive – Engaged only some of the time

3 Points – Active – Participated when asked to, taking part in the lesson and responding to closed questions

4 Points – Dynamic – Clearly engaging in all activities, posing questions and leading discussion

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. Rewards and privileges are targeted at students who reach Dynamic learner status.

It is with our best intentions that eventually, all our students move towards **intrinsic motivation** – where the student does something for the sake of personal satisfaction - because it makes you feel good, is personally challenging, and/or leads to a sense of accomplishment.



Rules

All staff have direct responsibility for standards within the classroom environment and within the wider Academy. The students must be made aware of staff routines and expectations. The Academy rules and expectations will be displayed in all classrooms and should be used as a reference point. The teachers and students have agreed the rules so that:

- There is a common and agreed framework of high expectations
- Students and staff are clear about acceptable attitudes to learning within the classroom
- Expectations are displayed as a reference point for all lessons
- 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 and vapes are to be handed in each morning to your tutor: 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

Classroom Processes

Classroom processes set out below are some general points about dealing with inappropriate student behaviour and some typical situations familiar to all teachers:

For Staff:

• Teachers should plan to support positive discipline for learning

• Teachers should consider the seating arrangements of classes. If there are pockets of distraction this could be addressed by a re-organisation. The social dynamics of the classroom is significantly influenced by the students’ seating plan

• Teachers should celebrate positive behaviour and attitudes of students throughout each lesson

• A calm, purposeful response to inappropriate behaviour is more productive and consequently more likely to defuse the situation. Teachers should seek to de-escalate situations that may lead to negative behaviour for learning

• The teacher will prepare the classroom in a manner conducive to good behaviour and be ready for the lesson planned. Sanctions will be issued as follows in the event of poor behaviour:

For students:

- Students will be given a friendly warning/reminder about respecting classroom expectations

Sanctions

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

Whole School - Head of Behaviour - James Finch and **Behaviour Lead - Rachael Wainwright**

- Parent/carer contact by telephone from their tutors and class teachers
- Parent/carer meeting with class teacher and/or Behaviour Leads
- Parent/carer contact by letter from Behaviour Leads
- In agreement with all staff involved a period of isolation from their peers and/or teaching group where possible and with agreement
- Serious breaches of discipline will in very extreme circumstances result in a suspension

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 PSSP 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 CPI 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 PSSP plan.
- Revised PSSP 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
- Listen with empathy
- Provide clear directions and choices
- Remain calm and positive

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
- Interrupt and redirect
- Positive reinforcement
- Create proximity

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.
- Consider posture and proximity

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
- Time to reflect
- Provide safe place
- Identify patterns in behaviour
- Give back responsibility

Pupil Safety Support Plan

All students will have a PSSP plan from Admission which will be reviewed and updated following any incident or as deemed necessary. Those who require physical intervention or individual de-escalating strategies in particular must have this in place as it forms their positive handling plan which will describe the methods and procedures required to deal with the presenting behaviours. This will be shared with parents and carers.

Where a student has been with us prior to the introduction of this into the Admissions policy, a plan will be completed following any initial incident. These will be reviewed and updated regularly with all staff input.

Academic Support Plan

Rise Academy supports the idea that students should be supported in appropriate ways in order to achieve their best both pastorally and academically. The Academic Support Plan will be used where the concerns are related to specific academic performance in one, or a limited number of subjects. Academic targets are established by the student, parent/carer and the Behaviour Lead and are formally reviewed. ASPs can be used for long term (up to one academic year).

Before establishing an ASP, we would expect normal school processes to identify barriers to attainment to have been explored, for example, SEND or behaviour related issues. If the student is under-performing in one, or a limited number of subjects, an ASP will be established.

The Behaviour Lead should invite parent/carer and student to discuss the cause for concern and draw up the ASP. Parent/carer and the student should be fully engaged with the target setting process. The ASP meeting should be positive and purposeful in drawing up a strategy for supporting the student and improving student outcomes.

The involvement of the student is crucial and needs to be planned according to his/her needs. In order to achieve this, the Behaviour Lead should ensure that appropriate baseline information on the student's strengths and weaknesses is gathered and analysed in advance of the ASP meeting.

Behaviour management strategies should be agreed and consistently applied by all involved. This includes the use of rewards and sanctions based on the school policy.

Mobile phones/Electronic devices/Smart watches/Headphones/Earphones (also see Mobile Phone Policy)

For students:

• DfE guidance is clear that all schools should be 'mobile phone and electronic device' free zones.

• Mobile phones and all electronic devices, including earphones, headphones and smart watches, must not be seen or heard anywhere on the school site. The school site includes all areas from the point students enter through the gates of Rise Academy.

Students are strongly advised not to bring mobile phones or electronic devices to school. Where a student does bring a device onto the school site, it must be switched off and handed to their form tutor or another designated safe member of staff immediately upon arrival. Devices will be securely stored and returned at the end of the school day.

This expectation applies throughout the academy day, including before school, breaktimes, lunchtimes, lessons and all indoor and outdoor spaces.

Any student found in possession of a mobile phone or electronic device that has not been handed in as required will have the item confiscated by a member of staff. The device will be stored securely and returned in line with academy procedures.

Refusal to hand over a mobile phone or electronic device when requested by a member of staff will be treated as a serious breach of academy expectations and may result in sanctions, including suspension where appropriate.

Any student found using a mobile phone or electronic device to record, photograph or share images of incidents involving students or staff will be subject to further sanctions and safeguarding action or suspension where necessary.

• Any student found to be using a mobile phone or device to record any incidents inside or outside of the academy building, including beyond the school gates, will be sanctioned accordingly to ensure the safety and protection of all concerned.

• There may be a need for identified students to have the use of a mobile phone or smart device to support with a known medical need. In these circumstances, use will be permitted to ensure the student can access appropriate medication to keep them well.

For staff:

• Staff must be vigilant and consistently carry out the 'not seen or heard on site policy'

• Staff will model the 'not seen or heard on site policy' by refraining from using mobile phones in lesson time or on in the presence of students. Work mobile phones may be used in offices to support communication with parents, carers, students and other agencies.

Please also see separate **Mobile Phone Policy.**

Bullying and Child on Child Abuse

Rise Academy is committed to providing a safe, respectful and inclusive environment in which all pupils can learn and thrive. We recognise that children can abuse or harm other children and that such behaviour can occur both inside and outside of school, including online. Child-on-child abuse will never be dismissed as "banter", "just having a laugh", "part of growing up". All concerns will be taken seriously and responded to promptly and appropriately.

Child-on-child abuse may include, but is not limited to:

- Bullying, including prejudice-based and discriminatory bullying.
- Physical abuse such as hitting, kicking, shaking, biting or causing physical harm.
- Emotional abuse, including humiliation, intimidation, coercion, threats and isolation.
- Online bullying and harassment, including the misuse of social media, messaging platforms, gaming platforms and artificial intelligence technologies.
- Sexual harassment, including unwanted sexual comments, remarks, gestures or online communications.
- Sexual violence and harmful sexual behaviour.
- The sharing of nudes or semi-nude images, including AI-generated, edited or manipulated images.
- Abuse related to gender, sexuality, disability, race, religion or any protected characteristic.

Online Bullying

Online bullying (cyberbullying) is the use of technology to deliberately threaten, humiliate, embarrass, exclude, harass or target another child. This may include:

- Sending abusive or threatening messages.
- Sharing rumours, images or videos without consent.
- Creating fake accounts or impersonating others.
- Posting harmful, discriminatory or offensive content.
- Sharing, requesting or creating inappropriate images, including AI-generated content such as "deepfakes".

Incidents of online bullying will be treated with the same seriousness as face-to-face incidents and may be addressed by the Academy even when the behaviour occurs outside the school day where it impacts upon the welfare, safety or education of pupils.

Reporting and Responding

All pupils are encouraged to report concerns about bullying or child-on-child abuse to a trusted adult. Staff must respond immediately to any concern and record safeguarding information in accordance with academy procedures. Where appropriate, concerns will be referred to the Designated Safeguarding Lead (DSL) and recorded on CPOMS. Even lower-level concerns will be documented to identify patterns, trends and escalating risk.

When responding to incidents, the Academy will:

- Prioritise the safety and wellbeing of all children involved.
- Listen to and support the victim.
- Investigate concerns fairly and proportionately.
- Take appropriate action to stop the behaviour and prevent recurrence.
- Work with parents/carers and external agencies where appropriate.
- Consider whether behaviour constitutes a safeguarding concern requiring further intervention or referrals

Education and Prevention

Rise Academy promotes a culture of respect, tolerance and positive relationships. Through the curriculum, assemblies, pastoral support and safeguarding education, pupils are taught about:

- Respect and relationships
- Consent and personal boundaries
- Online safety and digital citizenship.
- Diversity, equality and inclusion
- Recognising bullying, abuse and harmful behaviours
- How to seek help for themselves or others

Rise Academy operates a zero-tolerance approach to bullying, sexual harassment, sexual violence and all forms of child-on-child abuse. All members of the school community share a responsibility to create an environment where every child feels safe, valued and respected.

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, vapes and tobacco used during lessons in line with our new guidelines. Any such items will be returned at the end of the day and the parent or carer informed, unless it would 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, cigarette papers and vapes
- 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 Policy

Prevent Risk Assessment

Online safety Policy

Anti-bullying Policy

Mobile Phone 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

Target 20

APPENDIX 1:

Target 20 – Guidance for entering scores

4 points	**Dynamic**	Clearly engaging in all activities, posing questions and leading discussion
3 points	**Active**	Participated when asked to, taking part in the lesson and responding to closed questions
2 points	**Passive**	Engaged only some of the time
1 point	**Inactive**	Rarely engaged positively in the lesson
0 points	**Not Attended**	Student was timetabled for the lesson but did not attend