

Unity Academy
Behaviour Policy
(Updated July 2025)



Reviewed June 2025. Next review June 2026.

Contents

1.0 Introduction

1.1 Policy Aims:

1.2 Policy Purpose:

1.3 Ready, Respectful, Safe:

1.4 Consistency and Application of the Policy:

2.0 Routines

2.1 Arrival:

2.2 Key School Equipment:

2.3 Classroom Routines for Pupils:

2.4 Classroom Routines for Staff:

3.0 Classroom Management:

4.0 Restorative Conversations:

5.0 Working with Parents:

6.0 Portable Digital Devices:

7.0 Rewards and Sanctions:

8.0 Recognition, Rewards and Success:

8.1 Primary Classroom Recognition Boards:

9.0 Behaviour Improvement Interventions & Consequences:

10.0 Further Consequences and Intervention:

10.1 Reflection / Reset Zone (Years R-6) - Lighthouse:

10.2 Reflection / Reset Zone (Years 7-11) - Internal Suspension:

10.3 Lesson / Reflection Placement (Years 7-11) - Subject Removal:

10.4 One-day Reflection Placement (Years 7-11) - One Day Internal Suspension:

10.5 Fixed-Term Suspension:

10.6 Permanent Exclusion:

12.0 The Role of Parents:

13.0 The Role of Students:

14.0 Additional Needs:

15.0 Offensive Weapons:

16.0 Online Behaviour and Safeguarding:

17.0 Screening, Searching and Confiscation:

17.1 Screening:

17.2 Searching:

17.3 The power to seize and confiscate items:

18.0 Use of Reasonable Force:

19.0 Malicious Allegations:

20.0 Beyond the School Gates:

21.0 Harmful Sexual Behaviour:

Unity Academy Behaviour Policy 2025-26

1.0 Introduction

FCAT Academies prioritise the needs of children, fostering an environment that promotes learning and high achievement for all. We encourage behavior that supports learning and positive relationships. Poor behavior and low-level disruption can hinder effective education and make individuals feel unsafe. Unity School acknowledges its legal duties under the Equality Act 2010 regarding safeguarding and pupils with Special Educational Needs and/or Disabilities (SEND). An ordered environment with high expectations and consistent consequences for poor behavior facilitates optimal learning. This policy provides a framework, but *specific examples of behaviour or sanctions are not exhaustive*, allowing for appropriate discretion.

1.1 Policy Aims:

- To establish and maintain a culture of good behaviour, ensuring fair treatment and respect for all pupils.
- To help pupils manage their behaviour and take responsibility for their actions.
- To create a positive environment where everyone is Ready, Respectful, and Safe.

1.2 Policy Purpose: To provide practical procedures for staff and pupils that support the policy aims and promote high standards of behavior.

1.3 Ready, Respectful, Safe: **This is the minimum expectation for all pupils.**

READY	RESPECTFUL	SAFE
● On time for learning ● Sitting in the correct seat ● Engage with the Do Now	● Silent classroom/ one voice ● Active participant in learning ● Kind and well mannered	● Follow instructions ● Respect personal space ● Use equipment safely

1.4 Consistency and Application of the Policy: Consistency is crucial for good behaviour. Staff will ensure:

- Simple and clear expectations shared with pupils.
- Certainty in applying sanctions.
- Reinforcement of positive behaviour with praise.
- Fair application of the policy, maintaining respect for pupils.
- Modeling of expected behaviours. Effective schools maintain consistency through clear communication: 'this is how we do it here...'.

All staff will:

- Meet and greet pupils at the classroom door.
- Constantly refer pupils to Ready, Respectful, Safe.
- Build positive relationships with pupils.
- Plan engaging, challenging and needs-appropriate lessons.
- Recognise and reward positive behaviour.
- Never ignore inappropriate behaviour.
- Support each other to sustain positive, calm, and purposeful learning environments.
- **Leaders must** support and hold staff accountable for consistent policy adherence.

- **Senior leaders** likewise must support all staff to be accountable and ensure the policy is adhered to.

2.0 Routines are designed to enable all members of the school community to work together efficiently and effectively.

2.1 Arrival: All pupils should arrive at school by 8:40 am and proceed to their designated space:

- Years 1-4 go to their classroom.
- Years 5-11 go to their line up space.

2.2 Key School Equipment:

- Pupils in Years R-6 are expected to carry their book bag, reading book and reading record as a minimum.
- Students in Years 7-11 are expected to have a school bag of suitable size. This should contain basic equipment for each day, including a YONDR digital device pouch, Knowledge Organisers, pen, pencil, ruler and eraser as a minimum.

2.3 Classroom Routines for Pupils:

- Arrive for lessons on time.
- Contribute positively to lessons and allow all pupils to learn.
- Respond to feedback from the teacher.
- Engage with and complete all work and to their best possible standard.
- Work in silence unless otherwise directed by their teacher.

2.4 Classroom Routines for Staff:

- Use an appropriate seating plan for pupils.
- Remind pupils to remove coats and place bags under desks.
- Take the class register in a timely manner, update where pupils arrive late and ensure appropriate challenge and or sanction is issued for pupils arriving late.
- Use 'Do Now' activities which match the needs of pupils.
- Use agreed phrases such as 'one voice', 'eyes on me' to set the tone of the classroom.
- Dismiss pupils on time, in an orderly manner.
- Ensure they and pupils keep classrooms clean and tidy and the room is ready for the next member of staff.
- Follow the behaviour policy consistently and fairly.

3.0 Classroom Management: Teachers are expected to use their professional skills and judgement to exemplify high behaviour expectations and manage classes effectively. If a pupil is struggling to meet the expectations within the classroom, teachers will apply the behaviour policy to bring about the expected standards in behaviour.

4.0 Restorative Conversations: A restorative conversation is a mechanism to move a situation forward positively and an opportunity for a pupil to reflect on the impact/s of their behaviour.

5.0 Working with Parents: It is important to share any concerns we have about a pupils' behaviour with parents. We should expect the support of parents to address the concerns with us. If this is not immediately achieved, it is important to work with the parent(s) to explain why we need their support and how this will impact positively on their son or daughter in their education and personal development.

6.0 Portable Digital Devices: No portable digital devices, such as a mobile phone, headphones, or smart watch connected to a mobile phone are to be used between the hours of 8.15am and 3.15pm. Pupils in Year 7 and above will be issued with a secure pouch in which all phones and/or portable digital devices in their possession must be kept between these times. Failure to or refusal to follow this rule will result in an appropriate sanction being issued.

7.0 Rewards and Sanctions: Rewards and sanctions may be used to promote good behaviour and compliance with our behaviour policy.

8.0 Recognition, Rewards and Success: The purpose of consistent recognition and reward is to celebrate hard work and to create a motivational environment which fosters a positive learning culture. Positive behaviour will be consistently recognised and rewarded in a wide variety of ways.

8.1 Primary Classroom Recognition Boards: Children who consistently meet behaviour expectations, as well as those who exceed our expectations will receive recognition on the board in their classroom. Pupils demonstrating notably positive actions and/or behaviours will be displayed, this provides another opportunity for positive recognition and reinforcement of the school values and expected behaviours in a celebratory manner, shared with class peers and visitors to the classroom.

9.0 Behaviour Improvement Interventions & Sanctions: Sanctions will be issued when the behaviour of a pupil does not meet our expectations or breaches school rules. Sanctions must be issued fairly and reasonably so that they are understood by pupils and parents. Sanctions are issued to deter repeated poor behaviours. Pupils and parents must accept the school's authority and responsibility to issue and implement sanctions in order to maintain a caring, calm and orderly environment, where pupils are safe and able to learn with confidence. All sanctions issued are within the school's rights and responsibilities and are taken directly from the Department for Education's statutory guidance as issued and updated from time to time.

Examples of sanctions: The use of the C1-C5 consequence system will help to clarify what happens if pupils misbehave:

Consequence Description

- **C1 - First Warning for negative behaviour**
- **C2 - Final warning for continued negative behaviour**
- **C3 – Continued negative behaviour** a lunchtime detention
- **C4 – Continued negative behaviour** an after school detention, option for Subject Removal Rooms and a Withdrawal Room
- **C5 – Serious incident or failure to comply with C4** Use of Withdrawal Room. Each incident is dealt with separately and could result in internal suspension, a fixed period of suspension or permanent exclusion being used.

This system links to the key sanctions of recording a C2, issuing a lunchtime detention for a C3, a 20-minute after-school detention for a C4 and the use of both Subject Removal Rooms and a Withdrawal Room to support this. It also allows for a more serious sanction of either internal suspension or a fixed period of suspension being used. This information is recorded and tracked to support active intervention and identification of concerns to provide appropriate leadership support.

10.0 Further Consequences and Intervention:

10.1 Reflection / Reset Zone (Years R-6) - Lighthouse: When a pupil has not been able to follow school behaviour rules and requires additional support they could be removed from the classroom to receive support in the Lighthouse room. This usually involves a member of staff conducting a restorative

conversation and enabling the pupil to be ready, respectful and safe to return to lesson. This process aims to restore the pupils' ability to regulate their behaviour and access learning.

10.2 Reflection / Reset Zone (Years 7-11) - Internal Suspension (Withdrawal Room): The purpose of internal suspension is to support a pupil to improve their behaviour by addressing the issues that led to the sanction. Internal suspension can be used to prevent a suspension from school or used to facilitate a return to school after suspension to address the underlying behaviour that led to the suspension.

10.3 Lesson / Reflection Placement (Years 7-11) - Subject Removal: When a pupil is removed from a lesson to a subject support room, they remain there for the remainder of that lesson. If a pupil is then subsequently removed to Reflection by staff support on more than one occasion on the same day, the behaviour team will decide if another more serious sanction needs to be applied.

10.4 One-day Reflection Placement (Years 7-11) - One Day Internal Suspension: Decision led by the Behaviour lead in school, agreed with the headteacher. Alternative arrangements for consequences will be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. This will include considering the impact on consistency and perceived fairness overall. In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

10.5 Fixed-Term Suspension: The Headteacher makes the decision to suspend or exclude. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities and supports headteachers in using suspension and/or exclusion as a sanction where it is warranted. (DfE 'Suspension and Permanent Exclusion from maintained schools, Academies and Pupil Referral Units in England 2023'). Off-site direction includes placements in other schools locally.

Examples of behaviour/s which could warrant suspension include:

- Harmful or potentially harmful sexual and/or sexualised behaviour.
- Failure to comply with a reasonable request from a member of staff.
- A pupil who remains in incorrect uniform is regarded as having failed to comply with a reasonable request when uniform has been provided.
- Breach of health and safety rules.
- Verbal and/or online abuse or threatening behaviour against staff or pupils.
- Bullying.
- Possession of and/or use of illegal and/or prohibited drugs, alcohol and/or drug paraphernalia, including a vape or vape liquid.
- Possession of a prohibited item including and not limited to items specifically identified in this policy.
- Persistent failure to comply with sanctions issued.
- Damage to property.
- Homophobic or racist bullying and/or abuse.
- Making a false and/or malicious allegation including against a member of staff.
- Behaviour which calls into question the good name of the school, including when this takes place off the school premises whilst in school uniform.
- Repeated defiance or disruption.
- Assault/fighting.
- Theft.

10.6 Permanent Exclusion: A decision to exclude a pupil permanently will be taken by the headteacher when:

- In response to serious or persistent breach of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils in the school.

Examples of behaviour/s which could warrant permanent exclusion include:

- Assault and/or aggravated (actual or threatened) assault against a pupil or member of staff.
- Sexual abuse, assault, harassment and/or violence.
- Using or threatening to use an offensive weapon or prohibited item, including and not limited to offensive weapons and prohibited items specifically identified in this policy.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Making a malicious/serious false allegation including against a member of staff.
- Potentially/actually placing members of the school community or the public in significant danger or at risk of significant harm.
- Persistent disruption and defiance.
- Sustained bullying (including ableist, racist, homophobic and/or other protected characteristic based bullying).

The school will use a range of intervention strategies to help pupils to manage their behaviour and reduce the likelihood of suspension and permanent exclusion. These include:

- Explicit teaching of acceptable and expected behaviours.
- Systematic monitoring of behaviour data.
- Staff awareness of pupils whose behaviour is a cause for concern.
- Trauma informed approaches to deescalate situations before issuing a sanction.
- Frequent and open engagement with parents, including home visits if deemed necessary.
- Short-term behaviour report cards and/or longer-term behaviour plans.
- Consideration of the possible impact of a pupil's SEND needs.
- Following any incident requiring consequence, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet behaviour expectations.
- The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a different provision under an off-site direction.

12.0 The Role of Parents:

- The school seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour. It is part of the parents' obligations to the school and their child to support the school's policies on behaviour.
- Where a parent has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

13.0 The Role of Pupils:

- Every pupil will be made aware of the school behaviour standards, expectations, pastoral support, the school's approach to meet the required standards and consequence processes.
- Pupils will be taught they have a duty to follow the school Behaviour Policy and uphold the school rules and to contribute positively to the school culture.

- Pupils will experience a consistent (Ready, Respectful, Safe) Behaviour curriculum, designed to teach expected and acceptable behaviours in a variety of contexts.
- Every pupil will be supported to achieve the behaviour standards, including through an induction process that familiarise them with the school behaviour culture.

14.0 Additional Needs: Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a Looked After Child, it will (in partnership with others, including the local authority where required), consider what additional support may be required. This may involve assessing the suitability of provision for a pupil's SEN or disability.

15.0 Offensive Weapons: The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. 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 headteacher to be carried with the intention to threaten or inflict injury on another individual - this would include blades removed from pencil sharpeners, etc.

16.0 Online Behaviour and Safeguarding: Whenever a pupil infringes the online safeguarding policy, for example by participating in 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 school and which are linked to the school. All breaches of the e-Safety Policy will be recorded and referred to the Designated Safeguarding Lead or a member of the Safeguarding Team.

17.0 Screening, Searching and Confiscation:

17.1 Screening: Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. The need to ensure the safety of staff, pupils and visitors enables schools to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

17.2 Searching: Academy staff can search pupils with their consent for any item. Staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item".

What the law says: What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (e.g. vapes).

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion and must be recorded via the school's reporting

system. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are whether to conduct a search for an item.

17.3 The power to seize and confiscate items: What the law allows: Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.
- Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

18.0 Use of Reasonable Force: All school staff have the right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The headteacher and staff authorised by the headteacher are empowered to use reasonable force to prevent pupils from:

- Posing a threat to pupils/s or a member of the public.
- Damaging the school reputation.
- As part of this the school may liaise with the Police, especially where potential criminality is reported.

19.0 Malicious Allegations: The school views the making or sharing of malicious allegations via any medium extremely seriously and any such instances will always be investigated by the headteacher or their representative and appropriate action will be taken. Where a malicious allegation is determined to have been made on the balance of probabilities, a significant sanction is the most likely outcome. This could be in the form of suspension or (in the most serious case/s) permanent exclusion.

20.0 Beyond the School Gates: The school also expects all pupils to behave well in our community beyond school and to enhance their personal reputation and that of the school. The school will respond, using its existing sanctions framework, to any incidents of (non-criminal) poor 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 Unity Academy school uniform.
- Identifiable as a pupil at the school.
- Or misbehaviour at any time, which could:
- Prejudice the orderly running of the school.

21.0 Harmful Sexual Behaviour: Unity Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the school behaviour policy outlines appropriate potential sanctions. These policies are reflected in the school curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- School staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance.
- All pupils are supported to report concerns about harmful sexual behaviour freely.
- All (such) concerns are taken seriously and dealt with swiftly and appropriately.

Appendices:

- Promote positive behaviour throughout the setting.
- Develop a sense of caring and respect for one another, resources and environment.
- Build caring, considerate and cooperative relationships with other children and adults.
- Develop a range of social skills to help children learn what constitutes acceptable behaviour in order to make a positive contribution within the community.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- To plan opportunities to develop the personal, social and emotional needs of all children.

Ethos:

- To ensure that a supportive "can do" ethos is adopted by Unity Nursery and all practitioners working within the setting.
- To ensure that all the children and their families accessing the nursery are valued, respected and treated without discrimination.
- To ensure all children feel valued, respected and fully supported to reach their full potential.

Professional Development: Training is an integral part of understanding and implementing this policy and practitioners will be encouraged and enabled to access appropriate behaviour management training.

Other Agencies: The setting will engage, liaise and work in partnership with outside agencies and services, as appropriate for the needs of the child, seeking consent where this is the correct, safe course of action.

Complaints: complaints procedure.

Appendix B - Off-Site Direction to Improve Behaviour: Introduction: Schools have the power to direct pupils off-site in order for them to receive educational provision to improve behaviour. When deemed necessary and appropriate, Unity Academy will use this power.

Rationale: A direction for a pupil to attend an alternative provision for the purposes of improving behaviour is not an exclusion. A direction provides the framework within which an alternative provision is put in place to meet the needs of the pupil and pupils cannot be required to access alternative provision for the purposes of improving behaviour outside this direction framework.

Details Provided for Off-site Direction:

- The address of where the alternative provision is to be provided.
- Details of the person and precise location to whom/which the pupil should report.
- The number of days for which the direction will be imposed (including end/review date).
- The times at which the provision will commence and end each day, including details of the break between the morning and afternoon session.
- The reason for and objectives of imposing the direction.
- Logistical details to support attendance, e.g. lunchtime arrangements/free school meals.

Review: Unity Academy Student Support Team colleagues will conduct a review meeting following all off-site directions (of whatever duration) as part of the process of reintegration. For directions of 6 weeks or fewer, this review will take place as soon as it is reasonably possible.



THE UNITY WAY

ACADEMY BLACKPOOL



R1

An RRS point awarded for meeting expectations.

C1

A direct reminder of RRS expectations.

R2

100 RRS points achieved, text message home to inform parents.

C2

A formal warning, recorded on classcharts.

R3

200 RRS points achieved, certificate awarded in assembly.

C3

A lunchtime detention for continuing to not meet RRS expectations.

General misbehaviour on corridors or at social time

R4

500 RRS points achieved, badge awarded in assembly.

C4

On call to subject removal room for continued defiance or disruption. After school detention. Protected characteristics. Truancy or refusal to go to lessons.

R5

1000 RRS points achieved, invitation to end of year rewards trip.

C5

Serious incident of misbehaviour or persistent defiance. Day in the reflection room.



BE READY

- **I am on time for learning**
- **I am sitting in my allocated seat**
- **I am starting my Do Now immediately**

BE RESPECTFUL

- **I am following silent classroom/ one voice**
- **I am an active participant in my learning**
- **I am kind and well mannered in my interactions**

BE SAFE

- **I am following instructions promptly**
- **I am respecting the personal space of others**
- **I am using school equipment safely**