



Behaviour Policy

This is a Safeguarding Policy
It should be read in conjunction with:
The Positive Handling Policy
The Attendance Policy

Review Date: September 2024 **Review Period:** Annually

Next Review Date: September 2025

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1. Introduction

At Victory Park Academy, we recognise and celebrate effort and success so that pupils feel valued. We understand that all behaviours are a form of communication and are sometimes used to express their underlying needs. We aim to address these needs and respond appropriately according to the pupil. We believe in supporting pupils to develop the strategies they need to deal with the various challenges they may face.

All staff at Victory Park are trained in The Crisis Prevention Institute (CPI) This is a type of behaviour management approach that focuses on de-escalation techniques, recognising and supporting anxiety behaviours, responding rationally and appropriately to risk and repairing and restoring relationships.

There is no ‘one size fits all approach’ at our academy, and we treat every pupil as an individual.

Being ‘fair’ isn’t about everybody getting something similar, but about everybody getting what they need. Pupils need personalised responses to support their personal development.

Being consistent does not mean responding in the same way to each pupil or situation, it means responding in a way that is helpful to the emotional well-being of the pupil and is consistent with our values and beliefs.

The Academy aims to create an atmosphere of high expectation, mutual respect, tolerance and awareness of the needs of others, maximising potential both socially and academically. Academy staff are both nurturing and flexible in their approaches, ensuring that we maintain clear boundaries and regulated responses around behaviour in order to help our pupils feel safe.

Parental engagement and support are essential when planning strategies around the pupil's behaviour. We liaise regularly with parents/carers around behaviour strategies for their child to create a cohesive, unified support system.

This policy applies to the pupils and staff that make up the Victory Park Academy community and extends to parents/carers in an expectation of mutual co-operation and support.

2. Aims of this Policy

- To use child centred approaches that support parental engagement in meeting the pupil’s needs.

- To practise restorative approaches and conversations as part of our daily interactions to support a harmonious environment.
- To develop and maintain strong relationships and positive behaviour that supports inclusion.
- To provide structure and boundaries that meet the pupil's needs and help them to feel safe.
- To practise solution focused approaches to support pupils to identify the skills and strengths they already possess.
- To promote skilled teaching approaches as the most effective way of ensuring maximum success for each individual.

All members of the Victory Park Academy Community are expected to support this policy in its entirety and to adhere to the philosophy and practice described herein.

3. Parents / Carers & Pupils

Parents/carers know what to expect from us and staff are transparent about our code of conduct and behaviour expectations from the initial intake interview.

Victory Park Academy works in close collaboration with pupils, parents and carers. We involve parents/carers with all aspects of their child's education, from target setting to sanctions and rewards. Depending on the need or the pupil and age, parents/carers can receive weekly, sometimes daily updates on their child's progress. Staff feedback positives and let them know when there are difficulties. We Listen to parents, involve them in supporting their child and offer them support when needed. We encourage them to be part of their child's life at school – this enables trusting relationships.

Sometimes we may need to work with External Professionals and Agencies - When pupils have significant needs or if the pupil is struggling to make progress despite several school-based interventions, then external professionals will be consulted to support with the process.

“I am very happy with the structure of the Academy, lots of rewards and positive phone calls home, which has had a definite positive effect on my child's learning and attitude”

(Parent of a VPA pupil, September 2023)

4. Code of Conduct / Core Values

- Show mutual respect- Mutual respect is developed over time and it built upon by meaningful interactions. We encourage honesty and through this we gain trust.

- Listen carefully and listen to understand- Understanding is a key part of a relationship. By understanding we mean trying to understand what is happening for the pupil and what their behaviour might be telling us.
- Follow instructions- to keep everyone safe, pupils are encouraged to follow instructions. Often this may be through a choice of two safe options. Staff are encouraged to be creative and adaptable in their approach.
- Do Your Best- At Victory Park we pride ourselves in knowing our pupils, we take time to find out what they are interested in, their qualities and strengths. Then we can encourage them to achieve their maximum potential.
- Stay Safe- All adults know how to respond in crisis situations and pupils know and trust that they will be kept safe. Adults in school are supported by Senior Leaders on how to make plans and how to regulate pupils who experience high levels of stress and dysregulation.

5. Helping to Regulate Emotions

Challenging behaviour is usually the result of strong emotions which have been triggered in the moment or which underpin adaptive behaviours. In order to maintain a calm learning environment and also to support pupils to process their feelings and emotions in order to regulate their behaviour, we support them to be able to regulate them in the moment and provide them with choices which will support the development of regulation.

Validating emotions enables pupils to understand their feelings and emotions better, to know they are accepted and valid and help them to express their feelings in an appropriate way. We achieve this by recognising and supporting regulation through de-escalation techniques and CPI responses.

The CPI model is based around the theory that 95% of behaviour management is de-escalation and 5% is use of physical intervention, used only as a last resort when de-escalation has failed to make safe pupils and staff and property. (See Positive Handling Policy)

We use a restorative approach when dealing with incidents in our academy. This helps to develop understanding of others feelings and how behaviour can impact others. Whilst core expectations are standard across the academy, different key stages and classes may operate slightly differently in how they achieve this, with different strategies in line with the differing needs of pupils across the academy.

“I have a happy 13-year-old who is flourishing in confidence and learning to be more independent. My child would dread going to school, it was a constant battle every morning, he lacked motivation, confidence & had low self-esteem. When he started at the Academy, I was very unsure what to expect. My child has exceeded all my expectations.”

(Parent of a VPA pupil, September 2023)

Behaviour Level	Possible displayed behaviours	Adult Approach
Anxiety	<ul style="list-style-type: none"> ❖ Increased breathing/heart rate ❖ Hypervigilant ❖ Change in typical behaviour ❖ Pacing ❖ Withdrawn ❖ Increased mobilisation ❖ Lack of focus ❖ Tense muscles 	<p style="text-align: center;">Supportive</p> <ul style="list-style-type: none"> ❖ Calm, consistent, adult approach ❖ Caring, supportive tones ❖ Offer time out ❖ Empathetic listening ❖ Offer calming activity ❖ Use of humour ❖ Discuss topic of interest ❖ Validate feelings
Defensive	<ul style="list-style-type: none"> ❖ Refusal of instructions ❖ Refusal to work ❖ Shouting ❖ Using inappropriate language ❖ Damage to property: low level damage that would not cause a risk to self or others. 	<p style="text-align: center;">Directive</p> <ul style="list-style-type: none"> ❖ Set limits and expectations ❖ Give choices ❖ Reminder of previous successes ❖ Change of face ❖ Change of space ❖ Use non-threatening body language ❖ De-escalation techniques
Risk Behaviour	<ul style="list-style-type: none"> ❖ Risk to others: hitting, biting, kicking, threatening or intimidating behaviour or throwing objects ❖ Risk to self: climbing/running dangerously, self-harm, unable to listen to safety instructions ❖ Damage to property: high level damage that could cause risk of injury to self and others 	<p style="text-align: center;">Safety Intervention</p> <ul style="list-style-type: none"> ❖ Complete a dynamic risk assessment to assess risk ❖ Remove other pupils from the area ❖ Reduce social demands and stimulation ❖ Short, clear directions, avoid questions or choices ❖ Ask for help if needed ❖ Apply safety intervention techniques if required
Tension Reduction	<ul style="list-style-type: none"> ❖ Lowered heart rate/breathing ❖ Reduced energy ❖ Crying/tearful ❖ Lowered voice or quiet 	<p style="text-align: center;">Therapeutic Rapport</p> <ul style="list-style-type: none"> ❖ Use comforting voice ❖ Offer drink ❖ Discuss topic of interest ❖ Sensory soothing ❖ Reflect on incident (if child is ready)

6. Responding to Incidents

At Victory Park, we acknowledge that sometimes incidents may happen. Even with good relationships and clear boundaries there will still be times when conflict emerges or harm is caused.

Following some incidents there will need to be a response from staff in order to ensure that everyone is kept safe. For example, if a pupil is physical towards another pupil, they may have a period of reflection time before they can be re-integrated into the class. This is to ensure that the important and appropriate restorative work is put in place to allow the pupil to reflect and support them in repairing that relationship.

Without any developmental input, pupils would not be safe.

We recognise that different pupils have different needs and will be at different stages of their development and this is reflected in the appropriate response.

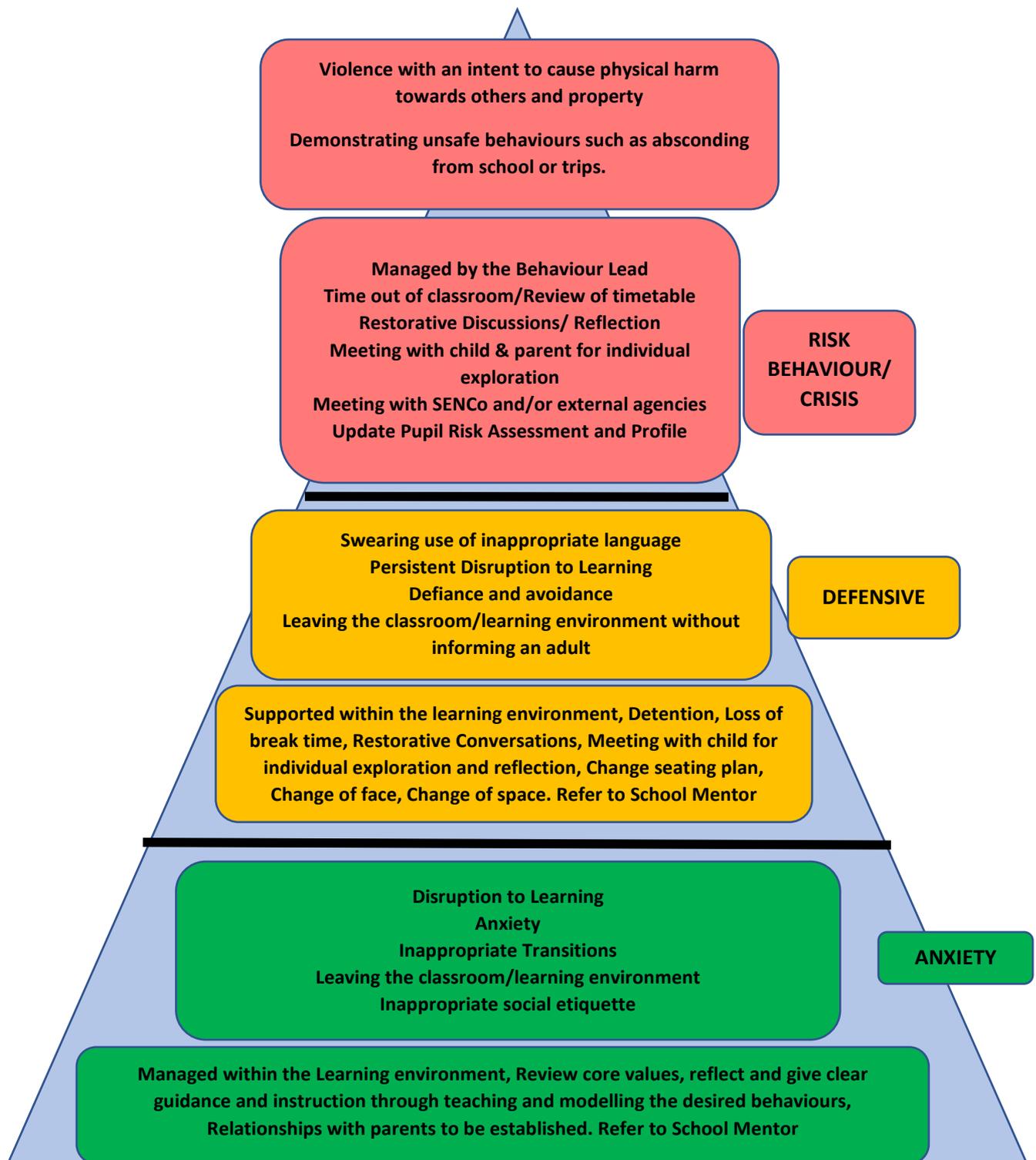
Responses to incidents are specific to the needs of the pupils involved.

There may be times when it is felt that a pupil is experiencing crisis emotions and they may not be able to access their usual lessons. This may be because they or other pupils are not safe or their behaviour is stopping other pupils from learning. In these cases, there should be planned options for the pupil to exit the classroom and this should be detailed in their pupil profile.

If it is felt that the usual curriculum is providing too much of a challenge and a pupil requires additional support and intervention, an alternative and flexible timetable within school may be appropriate. In these cases, pupils will benefit from a reduction in their usual lessons to enable them to access a programme which focuses more on their social and emotional development and well-being. This may include for example, access to our LEAP provision, an outdoor education intervention, small group intervention or 121 learning after school. This will be coordinated by the Headteacher and SENCO.

A suspension will only be used at Victory Park as a last resort. A suspension should be a proportionate response to an incident. Where a suspension is used it will be a short-term measure with the aim of improving outcomes. It will enable further planning and assessment and provide an opportunity for reflection for both the pupil and staff involved. A suspension is used only in response to a serious breach of behaviour expectations.

In the event that a fix term exclusion is necessary (in extreme circumstances and where an internal inclusion is not deemed appropriate) VPA senior staff will decide upon the duration of the FTE. Senior staff in the first instance will discuss the necessity of a FTE and consult with staff, pupils, parents and any involved agencies as to why an exclusion is necessary. Post exclusion actions will include the provision of work for pupils and a reintegration/restorative meeting where possible.



7. Uniform

Victory Park Academy has clear uniform expectations outlined at Intake meetings and in the Home School Agreement. As such, parents/carers are expected to ensure pupils arrive punctually, in uniform and ready for learning.

Pupils arriving in non-standard uniform may not be allowed direct access into the main learning areas. If a spare uniform is available, this will be offered to the pupil to wear. If this is not viable then parents/carers will be asked to bring uniform to the Academy for their child. If none of these options are possible then the pupil may be placed in reflection for the day.

8. Attendance

The Academy's Attendance Policy is available on the website and from the Academy's site office.

For pupils to reach their full educational achievement a high level of attendance and class engagement is essential. Often young people arrive with us having a significant history of poor attendance. The need for robust attendance is essential so that gaps in education can begin to close.

"My daughter refused to attend school, since starting at Victory Park Academy she now attends regularly."

(Parent of a VPA pupil, September 2023)

8.1 Parent/Carers Expectations

We expect our parents/carers to ensure:

- Their children attend regularly and punctually, in uniform and ready for learning
- Required morning medication is taken prior to them leaving the home.
- They contact the Academy as soon as possible when their child is unable to attend
- Not to take children on holiday during term time (see Penalty Notice)
- Evidence is provided for their child's absence such as a doctor's note or parent note/call
- Ensure they are contactable throughout the school day; this is paramount due to the nature of our setting.

9. Rewards

Primary children work towards two reward systems. The first is a weekly reward system where each pupil can earn dojo points for positive behaviour or excellent work. The pupil with the most dojo points at the end of the week wins a small prize from the goody bag. The second reward scheme is our half termly reward scheme where the points will be collected from sleuth and dojo. When a pupil reaches 150

points, they get a note home; 300 points is a special certificate; 450 points a dip in the goody bag; 600 points £5 voucher and 700 points is a half termly trip off site.

KS3 and KS4 pupils that show good engagement and positive behaviour in lessons are able to go on an off-site trip every Friday provided they have the sleuth points, which are counted every Friday morning. They also have an assembly once a week where sleuth points are counted and children are awarded prizes from the gold, silver and bronze gift boxes.

Our LEAP (Learning environment in an alternative provision) class has an assembly every Friday where we celebrate their successes from the week (they can earn certificates and a small prize) they reflect on their targets and take part in a quiz. They also have the opportunity to earn a place on our half termly reward trip, pupils take an active role in choosing and planning this trip. This trip is based on sleuth points throughout the half term. Positive phone calls home are also a part of our daily routine and important for maintaining good home-school relationships. Our Secondary Turnaround group (STAG) also has a rewards assembly on a Wednesday afternoon.

At the end of every term, pupils come together for a whole school assembly and are awarded certificates and £5 vouchers for special achievements such as 100% Attendance that term.

10. Pupil Property, Mobile Phones and Social Networking Devices

Mobile phones and social networking devices can constitute a safeguarding risk and can be a source of distraction and disruption to the learning environment. Pupil's personal belongings are handed over at entry and are stored in a locked environment through the course of the day. Mobile phones found on any learning site will be confiscated and the time and method of return will be negotiated with parents/guardians.

The Mobile phone Policy is available on the Academy's website or upon request from the Academy Office. The policy applies to pupils, staff and visitors.

11. Health & Safety

Pupils are expected to follow the safety codes in practical subjects and to move around the buildings and/or alternative educational provisions both on and off-site. If an incident occurs at an off-site activity, the pupil's risk assessment will be updated and in some cases the pupil may not be able to access certain off-site activities for a period of time due to the level of risk. Risk assessments are reviewed and updated regularly.

12. Possession of Weapons

Weapons and objects perceived as dangerous must not be brought onto the Academy or external/alternative provision (this includes mock weapons).

Any object perceived by staff to be dangerous, will be confiscated and the Police and parents / guardians informed.

13. Illegal Substances

The Academy operates a zero tolerance of pupils taking or being in possession of drugs and alcohol on all its sites.

Pupils suspected of having taken illegal substances when arriving on site at any time of the day, will not be permitted entry to learning zones. Where pupils are found to be in possession of a drug that cannot be identified, it will be treated as an illegal substance.

In all cases, the pupil and their belongings are searched. Where drug paraphernalia is found it will be confiscated and the pupil's parents/carers informed. Following the search, whether or not anything is found, the Academy will record the time and the place, who was present and note the outcomes and any follow-up action

Where the amount of illegal substances found indicate it is intended for more than one person's use, it will be confiscated and the Police called.

14. Where it is clear that a pupil may have taken psychoactive substances including Legal-highs or an unidentified substance

Staff will assess the pupil's wellbeing including their ability to assess and manage risk appropriately and to keep themselves safe.

- Where a pupil is assessed as being well and able to recognise risk, and behave in a rational manner:
 - Phone call home to child's parents/carer immediately and advised to pick up pupil and seek medical advice.
 - Pupil should be separated from other pupils and closely monitored until parents/carer arrive.
- Where it is clear that the pupil is unwell, an ambulance will be called, and parent/carer informed they should make their way to their nearest Hospital as a matter of urgency.

14.1 Where a pupil is assessed as being able to recognise risk and/or function in a safe and rational manner

- Parents/carer informed immediately and expectation communicated that they should pick up their pupil as a matter of urgency.
- Where, for safeguarding reasons, the pupil cannot be collected, they will be isolated on site until able to return home through collection by parent/carer.
- Referral to Young People Drug and Alcohol Team (YPDAT)

- Where drug/alcohol use is repeated and they are not engaging with YPDAT and/or parental/carer support is ineffective, a referral to Social Care will be made.

15. Where a pupil is assessed as being unable to recognise risk and/or function in a safe and rational manner

- Parents/Carers informed immediately and expectation communicated that they should pick up their child as a matter of urgency and take them to A&E
- Referral to YPDAT.
- Where drug use is repeated and the pupil is not engaging with YPDAT and/or parental/carer support is ineffective, a referral to Social Care will be made.

15.1 Where a pupil is found to be in possession of illegal substances presented in such a way as to indicate intention to trade

- Police incident report made immediately and guidance sought. Academy follow the guidance of Police
- Where drug related behaviour is repeated and the pupil is not engaging with external agencies and/or parental/carer support is ineffective, a referral to Early Help Family Support and/or Social Care will be made.
- Due to the serious safeguarding risk presented by a pupil's behaviour, a fixed term exclusion may be implemented at the discretion of the Head of Academy.

Following all drugs related behaviour incidents, the pupil and parents/carers are expected to attend a meeting with the Academy and partner agencies such as the Police, YOS Prevent and Young People Drugs and Alcohol Team (YPDAT) and Children's Social Care (where involved) to agree an intervention supporting non re-occurrence of drug related behaviours. Engagement and progress will be monitored towards ensuring positive outcomes.

16. Power of Search, Searching, Screening and Confiscation

The Academy follows the guidance provided by the Government (Searching, screening and confiscation. Advice for Head of Academy, school staff and governing bodies. Feb 2014)

16.1 Searching with Pupil's Permission

Key Stage 3 & 4

- School staff can search a pupil for any item if the pupil agrees.

Key Stage 1 & 2

- Permission to search pupil should be sought from parent/guardian unless there are reasonable grounds to believe that a pupil may be carrying a prohibited item that could be used to cause harm to self / others.

16.2 Searching without permission

Where staff have reasonable grounds for suspecting that the pupil may have a prohibited item on their person or in their belongings, they can be authorised by a member of the Senior Leadership Team to use their statutory power to search pupils or their possessions, without consent.

Prohibited Items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- Corrosive substances Or
- To cause personal injury to, or damage to the property of, any person (including the child).

17. Respect for children's rights under the European Convention of Human Rights

- A staff member of the same sex as the pupil being searched should carry out any search; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- Exception to this rule applies only where a member of staff reasonably believes that there is a risk that serious harm to a person/s if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. In such instances staff are advised to locate themselves within the range of a CCTV camera.

17.1 Confiscation

Academy staff are authorised by the Academy's Head of Academy to seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy's discipline.

17.2 Screening

As part of its commitment to safeguarding pupils, staff and visitors, the Academy expects all pupils to undergo screening upon entry.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

All Pupils

Non-touch search – Pupils are directed to empty pockets, show belt area and raise trousers to show socks. Any items found on the person must be handed over for storage with other belongings in a locked space until the end of the day.

Key stage 3 and 4 Pupils

- Staff use a hand-held metal detector (wand) to locate any hidden metal objects, or mobile phone, which will be removed by staff, and stored safely until the end of the day.
- If a pupil fails to comply with screening requirements, they will not be granted entry. In this instance, the Academy has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend. ('Health and safety legislations require 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 DfE guidance as referenced above).

*Use of Mobile Phone Policy is available on Victory Park Academy website and is available from the office at Wentworth Road. This policy is explained to parents/carers and pupils at intake meetings and referenced in the Home School Agreement.

18. Damage, Reparation and Charging

The Academy takes all incidents of damage to property very seriously. Where it is clear that damage has occurred with intent, and that ample opportunities were provided for the pupil to turn around behaviour; Parents/guardians are expected to support the Academy in recovery of costs.

19. Complaints

Please see the Academy's Complaints Policy, available on the Academy website or Academy Office.

**Effective Behaviour Management Is
FAIR – CONSISTENT - PREDICTABLE**

Guidance to be implemented consistently across all sites.

This Policy is reviewed annually.

**The whole Academy community, including parents/guardians and pupils will
form part of the monitoring and evaluation cycle.**

20. Appendix – Behaviour & Reward Posters

20.1 Behaviour Rewards Poster – KS3 & KS4

BEHAVIOUR REWARDS!



1. £5 VOUCHER

1000 points on sleuth at the end of each term will earn you a £5 voucher to spend in allocated shops!



2. £10 VOUCHER

1300 points on sleuth at the end of each term will earn you a £10 voucher to spend in allocated shops!



3. STARBUCKS

1500 points on sleuth at the end of each term will earn you a trip to Starbucks with a friend!



4. SUBWAY

1700 points on sleuth at the end of each term will earn you a trip to Subway and lunch for two!



5. TAKEAWAY

2000 points on sleuth at the end of each term will earn you a takeaway of your choice!



6. OFF SITE ADVENTURE

2200 points on sleuth at the end of each term will earn you a trip to an outdoor adventure park!



KS3 & KS4 Termly Rewards



20.2 Behaviour Rewards Poster – Primary

BEHAVIOUR REWARDS!

 **1. NOTE HOME**

150 points at the end of each half term will earn you a special note home!



 **2. SPECIAL CERTIFICATE**

300 points at the end of each half term will earn you special certificate!



 **3. GOODY BAG**

450 points at the end of each half term will earn you a dip in the goody bag!



 **4. £5 VOUCHER**

600 points at the end of each half term will earn you a £5 voucher!



 **5. TRIP TO OXYGEN**

700 points at the end of each half term will earn you a trip to oxygen!



Primary Half-Termly Rewards



20.3 Behaviour Expectations Poster – KS3 & KS4



BEHAVIOUR EXPECTATIONS

Being 'fair' is about everybody getting what they need.
Being 'consistent' does not mean responding in the same way to each child.

BEHAVIOUR	POSSIBLE CONSEQUENCE
Late to School (without good reason)	Detention
Incorrect Uniform	Offer spare uniform Phone home Reflection
Refusal to engage in learning or leaving a lesson (choice)	Detention/Reflection/Parent Meeting
Disrespectful Behaviour	Detention/Reflection/Parent Meeting
Absconding/Walking out of school	Reflection/Parent Meeting
Damage to School Property	Community Service/Fine/Suspension
Physical Abuse or Bringing Banned items into School	Reflections/Suspension/Parent Meeting/Police



5

Victory Park Academy

KS3 & KS4 Behaviour Expectations

20.4 Behaviour Expectations Poster – Primary



BEHAVIOUR EXPECTATIONS

Being 'fair' is about everybody getting what they need.
Being 'consistent' does not mean responding in the same way to each child.

BEHAVIOUR	POSSIBLE CONSEQUENCE
Inappropriate Transition	Minutes taken off break time/rewards
Refusal to engage in learning or leaving a lesson (choice)	Minutes taken off break time/Rewards or Reflection time
Disrespectful Behaviour	Warnings given to miss break/rewards
Absconding/Walking out of school	Phone police/parents/Parent meeting
Damage to School Property	Community Service/Fine
Physical Abuse or Bringing Banned items into School	Reflections/Suspension/Parent Meeting



Code Of Conduct



Victory Park
Academy

Primary Behaviour
Expectations

20.5 Rewards Poster

REWARDS AT VICTORY PARK

The main way to earn points and rewards is through demonstrating positive behaviour in lessons, around the school and off-site. You can earn extra points through demonstrating the school values:

Respect



"Treating people how you want to be treated" Pupil, Year 8.

Kindness



"Checking up on people" Pupil, Year 7.

Equality



"Being fair to people of different races, religions and abilities" Pupil, Year 11.

Courage



"standing up in the face of fear!" Pupil, Primary.

Resilience



"Bouncing back and trying again" Pupil, Year 9.

Determination



"Trying to achieve a goal" Pupil, Year 10.

Perseverance



"Getting up when you feel like you can't!" Pupil, Primary.

Inspiration



"Showing others how great you are!" Pupil, Year 7.

"Sometimes it's better to be kind than to be right. We do not need an intelligent mind that speaks, but a patient heart that listens" Gautama Buddha