



Behaviour Policy

***This is a Safeguarding Policy
It should be read in conjunction with:***

***The Positive Handling Policy
The Attendance Policy***

LAST REVIEW NEXT September 2020

NEXT REVIEW DATE September 2021

TYPE OF POLICY Safeguarding

BEHAVIOUR POLICY

At Victory Park Academy, we recognise and celebrate effort and success so that pupils feel valued. We believe that all pupils can behave well and that our role is to support them in developing the strategies they need to deal with the various challenges they may face.

The Academy aims to create an atmosphere of high expectation, mutual respect, tolerance and awareness of the needs of others, maximizing potential both socially and academically.

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

Aims of the policy

- To embed fair and consistent treatment of pupils in a caring community
- To recognise the rights of all members of the Victory Park Academy community to be free from bullying and aware of their responsibility not to bully
- For all members of the Victory Park Academy community to know and understand required behaviours and expectations
- To promote an orderly, safe and effective learning environment which encourages and promotes good behaviour and attendance
- To promote self-discipline and self-confidence
- To recognise that with support, pupils can positively change their behaviour
- To promote teaching and learning 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.

Parents / Guardians and pupils

Victory Park Academy works in close collaboration with pupils, parents and guardians. They are made aware of Academy's aims, Code of Conduct and Behaviour Expectations through a variety of formats including: Intake interview, Home School Agreement and Academy's website. Policies are available on the Academy website or on request from the Academy office.

Core Expectations

At the Victory Park Academy, we believe that all members of the Academy's community have a right to be treated with respect.

Staff and pupils will show courtesy, consideration and care to others. Courtesy, consideration and care means that you treat other people, as you would like them to treat you.

All members of the Academy community should show respect for the learning environment ensuring that negative behaviour does not affect the learning of others.

Victory Park Academy Code of Conduct



Victory Park Academy

Code Of Conduct Hand

- Show respect
- Listen carefully
- Follow instruction
- Do your best
- Stay safe

B-SMART

Stay safe means be where you are supposed to be and do what you are meant to do.

Pupils are praised for compliance with the Academy Code of Conduct.

Behaviour Expectations

Whilst core expectations are standard across the Academy, different key stages may operate slightly different expectations and rules in line with the differing needs of pupils across the Academy.

Examples of acceptable behaviour include:

For others:

- Courtesy, consideration and care
- Patience, tolerance and co-operation
- Equal respect for all members of the Academy community
- Use of language that is respectful, non-discriminatory, non-hurtful or intimidating

For oneself:

- Self-esteem, self-respect & self-discipline
- Commitment, tidiness in work
- Good personal hygiene and pride in appearance
- Truthfulness

For Academy rules, expectations and property:

- Respect and care for Academy's property and the shared learning environment.
- Adherence to the Code of Conduct and rules.

Examples of unacceptable behaviour include:

- Failure to adhere to the Code of Conduct
- All forms of bullying and harassment
- Including e-safety/cyber bullying.
- Aggression, rudeness, abusive behaviour (physically or psychologically) towards staff or peers
- Lateness, truancy, absconding
- Spitting, bad language, mocking, sarcastic or impolite ways of talking
- Lying, stealing
- Disturbing the learning environment of others
- Non-compliance with uniform regulations
- Non-compliance with requirement to relinquish personal property and mobile phones
- Possession and/or consumption of alcohol and illegal substances
- Possession of weapons

Promoting Positive Behaviour.

The Academy elects to follow the Management of Actual or Potential Aggression or **MAPA** behaviour techniques.

95% of behaviour management is de-escalation and 5% is use of physical restraint, used only in extreme circumstance when de-escalation has failed to make safe pupils and staff and property. (See Positive Handling Policy)

See Appendix 1 – De-escalation guidance

Reward is MUCH more powerful than a consequence.

Reward and consequence systems are designed to best meet the differing needs of the pupils across KS1 and KS2, KS3 and KS4.

- A reminder of expectations should precede consequences.
- Praise and rewards can be instant and meaningful and/or re enforced as part of an end of week celebration assembly.
- Praise should be plentiful – ‘Grab every opportunity to ‘notice and praise success’, particularly when pupils recognise and turn around poor behaviour.
- Consequences correspond with levelled behaviour categories and consequences. See Appendix 2: Behaviour Categories and Consequences

Staff will promote the aims of the policy through:

Fairness - Consistency – Predictability

And delivered with:

Calm – Consistent – Adult Approach

Multiple opportunities to turn around behaviour should precede warnings, which make clear exactly what is going to happen, if poor behaviour continues. It is imperative that pupils understand why their behaviour is unacceptable and what their options are for turn around.

Consequences should be consistent with Behaviour Policy and must be followed through.

- Effective internal communication systems
- Effective classroom management and curriculum delivery
- Use of Sleuth:
 - Social Independence Survey to assess pupil need and set targets on Individual Education and Behaviour Plans supporting pupil focus and progress
 - To record, monitor and track pupil progress.
 - To provide current pupil information to all staff in the form of Risk Assessments, Positive Handling Plans alongside ISP’s and pupil profiles.
- Policy and procedures relating to all forms of bullying, bias and harassment including, racism, disability bias, gender bias and sexual harassment recognise the rights of all members of the Victory Park Academy to be free from bullying and aware of their responsibility not to bully.
- Robust management of the tutor system providing consistent named adult support to

pupils & delivered through a calm consistent adult approach.

- Embedding the aims of this policy into the curriculum towards promoting a culture of fairness, consistency and predictability.
- Effective organisation and supervision at break and lunch times.
- Collaboration with external agencies
- Ensuring Pupil and parent voice influence policy
- Engagement with all aspects of the Academy CPD program
- Collaboration with parents, guardians and external agencies.

Exclusion

Victory Park Academy recognise pupil needs for inclusion and safety.

Internal and external exclusion 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.

Uniform

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

Pupils arriving in non-standard uniform attire will not be allowed direct access into the main learning areas. The following choices are made available as per our behaviour policy levels:

- Parents/guardians will bring required uniform to the Academy for pupils to wear.
- Where uniform issues remain unresolved and resources are available, pupils will be taught in isolation from the main pupil group for the day.
- Where KS3 and KS4 pupils refuse the options as set out above, parents /guardians will be informed and where necessary a meeting to discuss will be arranged.

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.

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.

Promoting good attendance and punctuality

Every opportunity is taken to encourage and celebrate attendance success.

- Daily and weekly rewards for punctuality and attendance
- Points earned through the Sleuth system
- Access to enrichment activities and educational trips for good attenders.
- A new and improved rewards system will be put in place for 2020/2021

Attendance interventions

The Academy operates a robust early intervention system to ensure all absences are monitored and emerging difficulties are identified quickly.

- Parents / Guardians will receive a phone call/parent mail on the first day of a child's absence
- Parents are issued with a warning letter when pupils are absent for three consecutive days.
- After four days, pupil, parents / guardians are expected to attend a Level 1 intervention meeting to identify areas of difficulty and agree support.
- When attendance improves the process is closed
- In cases where there is no improvement, the Academy works in partnership with the Local Authority Educational Welfare Team to implement any required support.
- Should attendance continue to be of concern then that case will escalate to the Local Authority and Statutory Services.

The Academy is committed to working proactively with pupils and parents towards successful early intervention

Pupil Property, Mobile Phones and Social Networking Devices

Victory Park Academy is committed to providing a safe and productive learning environment for staff and pupils. Mobile phones and social networking devices can constitute a safeguarding risk and can be a source of distraction and disruption to the learning environment.

- Pupils are not permitted to be in possession of mobile phones or other networking devices whilst in the Academy and must hand them over to staff upon entry to the Academy.
- With the exception of authorisation from SLT, when a pupil has earned the privilege to have their phone at lunch time, and with the agreement that they follow the signing in and out process, any mis-use of this privilege will result in the phone being confiscated.
- Pupil personal belongings are handed over at entry and are stored in a locked environment through the course of each Academy's day.
- Mobile phones found on any learning site will be confiscated and the time and method of return will be negotiated with parents/guardians.
- Pupils refusing to comply with this policy will not be permitted entry to the Academy and may result in a parent meeting with MLT/SLT to discuss any issues or concerns.

- Parents / Guardians are expected to support their child handing over their belongings; arrange transport for their child to return home; provide permission for their child to travel home independently.
- 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.

Parents / Guardians

As parents provide a vital role in promoting the good behaviour of pupils, Victory Park Academy encourages positive home/school liaison and we respectfully ask parents to give their full support. We expect parents/guardians to inform us of behavioural difficulties or trauma they may be experiencing outside of school.

Pupils

Academy pupils will as part of their education follow a therapeutic curriculum that promotes personal development, PSHE/RSE Citizenship, Wellbeing, My Activity Passport and designated projects. The pupil voice reviews the behaviour policy and practice as an agenda item at least once a year.

Other Agencies, Schools and the Local Community

Victory Park Academy will work in partnership with the local community, mainstream and special schools, other agencies including Children's Social Care, Health, Early Help Family Support Services (EHFS), Emotional Wellbeing Mental Health Service (EWMHS), Youth Offending Service (YOS) and Essex Police to ensure that pupils are benefiting from a full range of support available to improve their behaviour and safety.

Health and 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.

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.

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 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.

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

Staff will assess the pupils' 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 pupil's parents/guardian immediately and advised to pick up child and seek medical advice.
 - Pupil should be separated from other pupils and closely monitored until parents/guardian arrive.
- Where it is clear that the pupil is unwell, an ambulance will be called, and parent/guardian informed they should make their way to their nearest Hospital as a matter of urgency.

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

- Parents/Guardian informed immediately and expectation communicated that they should pick up their child as a matter of urgency.
- Where, for safeguarding reasons, pupil cannot be collected, pupil will be isolated on site until able to return home through collection by parent/guardian.
- Referral to Young People Drug and Alcohol Team (YPDAT)
- Where drug/alcohol use is repeated and pupil is not engaging with YPDAT and/or parental/guardian support is ineffective, a referral to Social Care will be made.

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

- Parents/Guardian 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 pupil is not engaging with YPDAT and/or parental/guardian support is ineffective, a referral to Social Care will be made.

Where 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 pupil is not engaging with external agencies and/or parental/guardian 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 pupil 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/guardians 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.

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**)

Search with permission

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.

search 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 pupil).

Respect for pupil 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

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.

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 pupil's 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/guardians and pupils at intake meetings and referenced in the Home School Agreement.

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 also 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.

Scope

This policy applies to pupils at all times and in all areas. This includes break, lunch times, and whilst

at any off-site provision.

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.

Complaints

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

This Policy is reviewed annually.

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

Appendix 1.

Effective Behaviour Management Is FAIR – CONSISTENT - PREDICTABLE

Guidance to be implemented consistently across all sites.

Examples of de-escalation include:

1. Positive re-direction strategies provide a non-intrusive approach to initial signs of behavioural disruption occurring in response to experiences such as frustration.

Pre-empting (MAPA)

- Use of pupil name – connect and engage.
- Non-verbal signs and communications i.e. signal where replacement pencils are.
- Detract.
- Proximity praise (praise others nearby who are doing the right thing provides clues and detracts)
- Use of 'when', 'then' direction, tactical ignoring.
- Partial agreement, deflate issue.
- Tactical ignoring.
- Time out and quick return.

Provide a choice (MAPA)

- What can you do?
- Which of these solutions works best?
- Is it enough that I know or do you need help?
- How will you do it?

2. Managing unacceptable behaviour effectively (MAPA)

- Maintain calm stance, tone of voice and body language.
- Rule reminders communicated calmly, clearly and confidently.
- Clues – communicate calmly and clearly expected behaviour ensuring pupil knows what they need to do.
- Provide clear choices allowing pupil to feel a level of control/responsibility.
- Lay down markers indicating boundaries between acceptable and non-acceptable language and behaviour.
- Be clear in communicating three chances to turn around behaviour along with an expectation that pupil will succeed.
- Change of face
- Acknowledge problem without allocating blame (telling pupil they are clearly angry suggests they are the problem).
- Ensure pupils feels heard
- Use solution focused approach to support pupil to resolve difficulty.
- Ensure there is a manageable way out of conflict for the pupil.

- Give warning – clearly alongside clue for expectation and possible consequence / provide the information needed to make a positive choice.
- Reflection – so how did you manage to turn things around?

See MAPA book for further guidance

3. Examples of consequences include: (MAPA)

Individual circumstances should be considered when setting consequences, which, where practical, should occur the same day to allow a fresh start.

- Removal from class into a supervised area to work alone / discuss behaviour.
- Restorative meeting/discussion
- Time allocated to make up learning time lost
- Pay Back Time - missing personal time, an alternative to detention
- Contact with parents/guardians to discuss behaviour.
- Community service
- Internal exclusion
- Fixed term exclusion.
- Loss of privileges – Educational / Enrichment trip
- Payment for damage caused
- Involvement of Police, Social Services or another relevant Agency
- Reparation/charging costs for any damage done to equipment or to the fabric of the building or environment. This includes staff personal belongings and vehicles. Criminal damage may result in Police involvement.