



BEHAVIOUR POLICY

September 2022



Our Vision

At Unified Academy we seek to establish a safe and stimulating environment where both staff and students are made to feel included, valued and respected so that they can achieve their full potential. Unified Academy has high expectations and will challenge both students and staff to ensure that these high standards are upheld in the best interests of our students.

Staff will work collaboratively with one another to create nurturing environments in which children feel secure with a prominent focus on their mental and physical wellbeing. It is the responsibility of all staff to inspire students to recognise their potential and provide supportive avenues to develop their emotional resilience to enable them to effectively manage obstacles that they may encounter. We recognise that for many students their learning continuum has not been without challenge, but it is our objective to provide the highest level of support to ensure all students are able to achieve.

As a school we seek to develop appropriate strategies that support students so that in time we would have fostered independence and student's ownership to utilise trial and tested strategies that will support their emotional resilience, ability to self-regulate and the emotional literacy which in turn will equip them with the necessary skills to lead positive, successful and inclusive lives as part of the wider community.

Unified Academy upholds the mantra of **'Supporting each other, achieving together'**. The school's Student Relational Policy is based on our school community's expectation that we are one cohesive community who seek to build genuine, authentic relationships based on mutual respect, safety, and compassion. It is vital that staff and students recognise the importance of supporting one another to achieve our best collectively. Achieving together will become an actualisation through all members of our community working cohesively to ensure that everyone is provided with the opportunity to feel safe, nurtured and an integral part of our school. Whilst Unified Academy recognises that the policy will provide a universal overview of the best way to promote positive behaviour for learning through high expectations it is important that we as an academy recognise how imperative it is that we provide an individualised approach to meet the needs of our students.

Unified Academy staff will work consistently within this framework whilst recognising that a bespoke approach, adaptability, and flexibility will be required to meet specific needs. Once needs have been met it is here that we can start to see the positive impact of behaviour change for our students.

Unified Academy Values

CURIOUS

We are curious to experience
and discover the world around us



RESPECTFUL

We are respectful of ourselves,
each other and our community



COMPASSIONATE

We are compassionate of the needs
and feelings of others



INSPIRED

We are inspired to achieve our full
potential and to see new possibilities

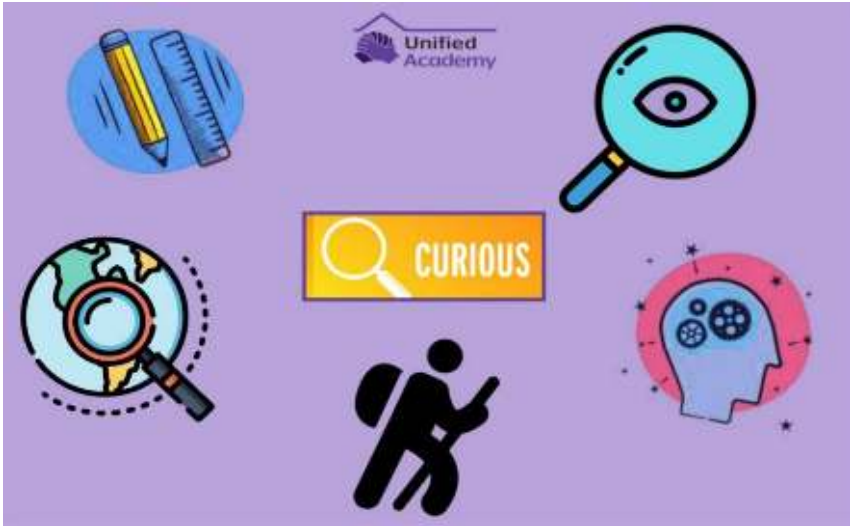


EMPOWERED

We are empowered to make positive choices
so that we can contribute to our community



Student Friendly Vision and Values

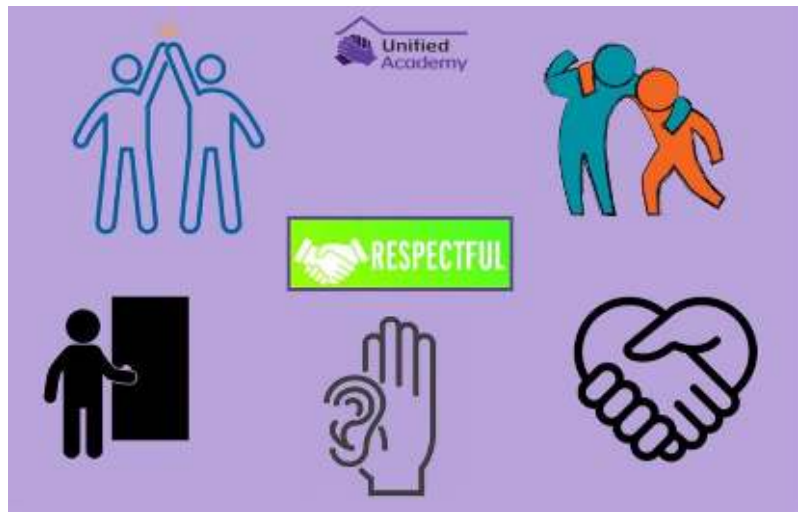


We are curious to

- ✓ Take on new challenges and apply myself
- ✓ Persevere when faced with obstacles
- ✓ Experience and discover the world around us
- ✓ Learn by using time effectively

We respect ourselves and others by

- ✓ Showing tolerance
- ✓ Treating property and belongings with regard
- ✓ Valuing ourselves
- ✓ Valuing our community



We show compassion to the needs of others by

- ✓ Listening to one another
- ✓ Being aware and sensitive to the needs of others
- ✓ Demonstrating kindness in our words and actions
- ✓ Support one another and embrace diversity





We are inspired to

- ✓ Achieve our full potential
- ✓ See new possibilities
- ✓ Engage with our community
- ✓ Maximise our learning opportunities
- ✓ Learn new knowledge and skills

We are empowered to

- ✓ Make positive choices
- ✓ Contribute to our community positively
- ✓ Recognise the benefits of working well with others
- ✓ Foster our independence

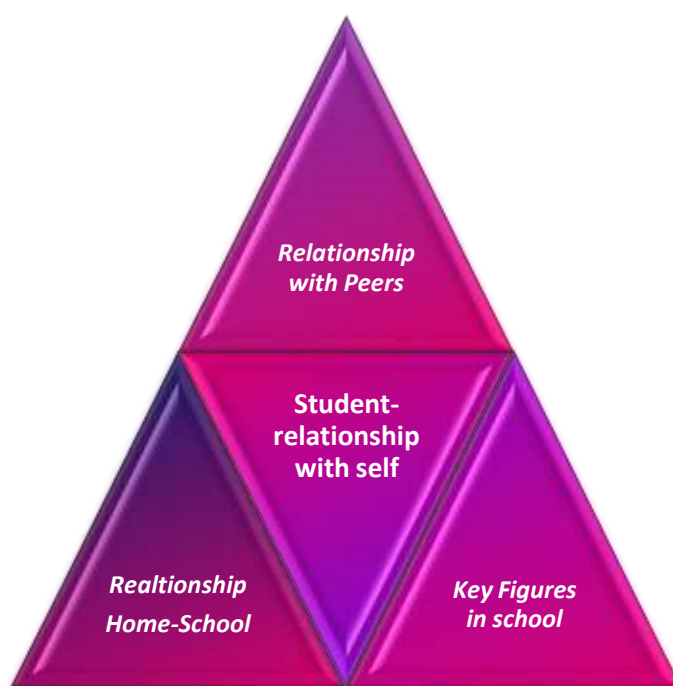


Our Approach to Positively Managing Behaviour

This policy is developed to ensure guidance for staff to promote positive behaviour at Unified Academy. The school adopts a relational policy and positive approach to support behavioural change. Our Staff team will provide consistent practice across the school and enables students, parents, and staff to understand our approaches to the management of behaviour in school.

It is paramount to recognise that for some students, variance on these procedures will be made to meet any specific social, emotional, learning, or other needs which require a personalised approach. Ongoing reflection will be required, and all approaches can be discussed with the leadership team

Relational Policy to Support Students



Unified Academy will support students to develop positive relationships with their communities, peers, and themselves. Part of our inclusive curriculum will allow students to develop their social skills to build, maintain and develop positive relationships. It is important for students, staff, and parents to recognise the importance of relationships as much of our future lives will take place in the context of relationships. Effective relationships will support students to build necessary skills and contribute to our wellbeing, resilience, self-esteem, security and our confidence in tackling new experiences and facing obstacles and challenges.

Relationship with Key Figures in School

Unified Academy will strive to ensure each individual needs are met in relation to Maslow's Hierarchy of need (<http://www.simplypsychology.org/maslwo.html>)

Students individual and specific needs will be detailed in their Student Support Plan. Unified Academy will seek to provide students with key figures within school. Each student will be assigned a Tutor group and have access to class-based learning mentors and the members of the Student support team. It is our objective that all students are provided with an environment which promotes safety and security and allows them to develop socially, emotionally, and academically.

Staff will provide an appropriate, dependable, and consistent relationship with students so that they are able to foster their own independence in time. It is important that staff demonstrate suitable levels of support to promote, sustain and encourage healthy autonomy. Unified Academy will seek to ensure that all students have access to a regular, consistent adult who is emotionally available and equipped to support students to build positive interactions with themselves, peers, and their wider communities.

In the first instance students will be assigned a Tutor group with a learning mentor to ensure students are able to have regular and consistent contact with members of the student support team.

The Student Pastoral Support Team

The Student support team is concerned with the creation, sustaining and development of positive relationships and interactions with students and staff that maintain the students at the centre of all decision making. It is Unified Academy's objective that all students will where possible have access to the following support and care systems. The student support team will endeavour to 'hold each student in mind' by:

- providing a point of personal contact with every student
- providing a point of personal contact with parents
- providing a safe and nurturing support base for all students
- providing the opportunity for the social, moral, spiritual and cultural development of students
- promoting equal opportunities for all students
- monitoring student progress across the whole curriculum and in line with PBS Plans
- encouraging students to record and to take some responsibility in the monitoring of their own individual progress and achievement against the targets they have been set and detailed in PBS Plans
- providing guidance and support for student achievement
- supporting colleagues with information and training to assist and enhance teaching, learning and positive interaction within school
- promoting a multicultural school which meets students' needs
- encouraging a compassionate, empathetic and orderly environment; and
- engaging wider networks as appropriate to support the needs of each student.

The support and guidance of each student is of paramount importance and underpins their academic, personal and social development within school. Provision for support and guidance is made through the Student Support Team through the delivery of a broad and balanced Curriculum. It is our intention that the strategies deployed by the Student Support team should be proactive and developmental rather than reactive.

Relationship with Peers

Unified Academy seek to establish environments which promote positive peer interactions and model appropriate peer relations both inside and outside in the wider school community. Staff acknowledge that some students may have not had exposure to or seek development in skills to participate in the demands of the school day. It is therefore the role of each member of staff to effectively teach and model desired behaviours and interactions when communicating with members of our school community. Staff recognise that continual teaching and positive modelling will aid peer-peer interactions.

Unified Academy will support peer relationships throughout the school by:

- delivering a broad and balanced curriculum which considers students social and emotional needs
- dedicating time in the school days for peers to interact positively with one another modelled by all adults across the school community. Breakfast in class will provided an opportunity for students to interact and share experiences
- supporting students in unstructured times throughout the day such as lunch time, recreational time and moving throughout the school
- providing conflict resolution interventions using the principles of restorative justice following peer to peer incidents
- supporting students to initiate, participate or play a role in games at lunch time or free time
- promoting structured activities in Tutor groups which support children in positive play and peer relationships which will aid independent play in time
- class, department, and whole school assemblies which include embedded SMSC and RSE curriculums. This is consolidated in Tutor time in which taught skills are given the opportunity to be practised
- creating a nurture approach throughout the school. Students are given daily nurture sessions
- upholding the code of conduct, a clear set of guidelines, consistent routine and expectations for all students across the school
- ensuring all staff have a clear pathway for reporting causes for concern and reinforcing positive behaviour
- creating an environment in which all students feel valued, involved, and inclusive irrespective of differences
- being committed to zero tolerance on bullying and having a rigorous approach to challenging, reporting and tackling any incidences of bullying.

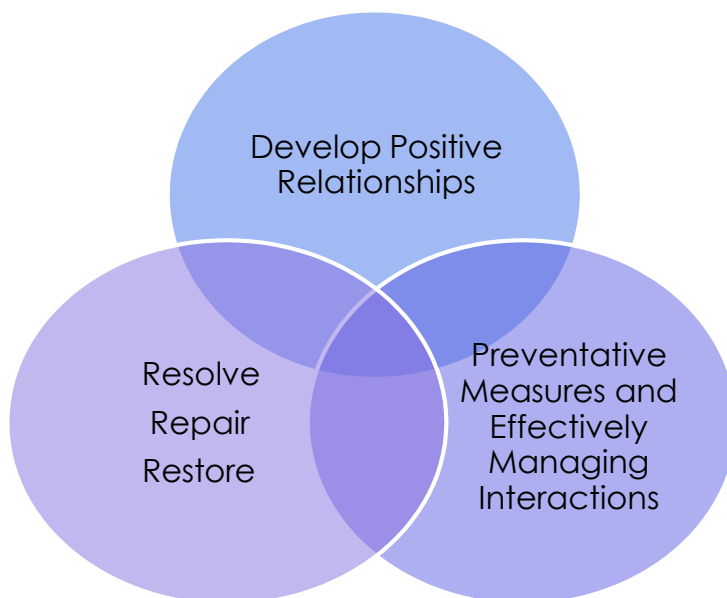
Home school relationship

Students learning and development will be most effective when parental/career, student and staff partnership is positively established and working as one cohesive force with the child's interest at the centre. Unified Academy will aim to engage parents from all communities by:

- encouraging parental involvement
- maintaining and promoting a consistent approach to supporting students' needs and responding appropriately
- promoting regular avenues of written and verbal communication with parents and guardians
- appointing home school link workers to support parents, guardians and families;
- encouraging parental involvement in ABA schemes, questionnaires and actions in order to minimise incidents of bullying
- inviting parents and students to open days and target-setting activities
- feeding back to parents through the school positive reward systems

- offering parenting support classes and after school clubs
- providing parents with flexible meeting times, support groups and conferences with due consideration of work, travel and childcare demands
- running parent surveys and holding parental interviews in order to ascertain and welcome areas of improvement and engage in students learning journey.

Relational Policy



The most important aspect in children feeling valued, safe, and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the confidence that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and students are vital. Staff must be fair and consistent with children (considering individual needs) and children need to understand that the staff member is in control at all times enabling students to feel safe. Equally staff must be approachable and available to help and children have a clear perception of this. If a member of staff is having difficulties with an individual or group of children, they should seek support to make a positive change.

Developing Relationships

Build meaningful relationships

Appropriate relationships based on safety and security, mutual respect, a sense of belonging, value, authenticity, and a willingness to understand. Staff will work compassionately with students maintaining professional boundaries whilst reflecting empathetically.

Sustaining positive relationships

Staff will continue to make young person feel supported, valued, and included in all aspects of the school community. Students will feel part of the school community and develop a sense of belonging through the school's inclusive nature.

Consistency in relationships

Students will develop a shared agreement and understanding with staff in which interactions and boundaries are clear, concise, and proportionate. Staff will ensure that there will be a clear pathway for resolution. Staff will challenge students to uphold expectations whilst recognising the need to teach students skills which require development. Staff will resolve difficulties through having established fair, consistent and predictable relationships.

Preventative Measures and Managing Interactions

Preventative action

Student centred approached with detailed and targeted teams to help support and guide students. Responsibility of all staff to protect the needs and safety of all students.

Appropriate response

Approach situations and respond accordingly, support and guide students to focussing on the appropriate method of communication. This is modelled through adults' interactions and consideration of tone, volume, intonation and stance. Identify and mirror body language and allow for the opportunity for Emotion Coaching to be effectively used. Staff should respond without judgement, empathetically and express genuine consideration to support students in making the right choice. Once a student's emotional regulation and tone of interaction has been set adults will remind them of the expectation and reaffirm boundaries.

Managing situations

The safety of the child is paramount. Staff will adopt de-escalatory strategies in all instances to support students in crisis. Co-regulation through adult initiated responses will support de-escalation of events. Building on relational skills in which students feel listened to, valued and understand the need to participate in the de-escalation process.

Resolve, Repair and Restore

Facilitate

Staff acknowledge that resolving, repairing, and restoring is a learning process. Stability, safety, and security will be present through key relational adults for students to engage in the learning process and repair harm to support and facilitate positive behaviour change. Key staff members will be trained to engage in challenging conversations using the restorative framework.

Regulate, Relate, Reason

Staff will use knowledge from student support plans to bring students back into a window of tolerance through known strategies, empathetic approach and/or a space to listen. Once regulation is achieved relational qualities will allow for connection to impact change. When students can relate to key adults or members of staff, the reasoning process will be effective to support repair and reason. This state also enables the opportunity for staff to reason and beginning the learning process.

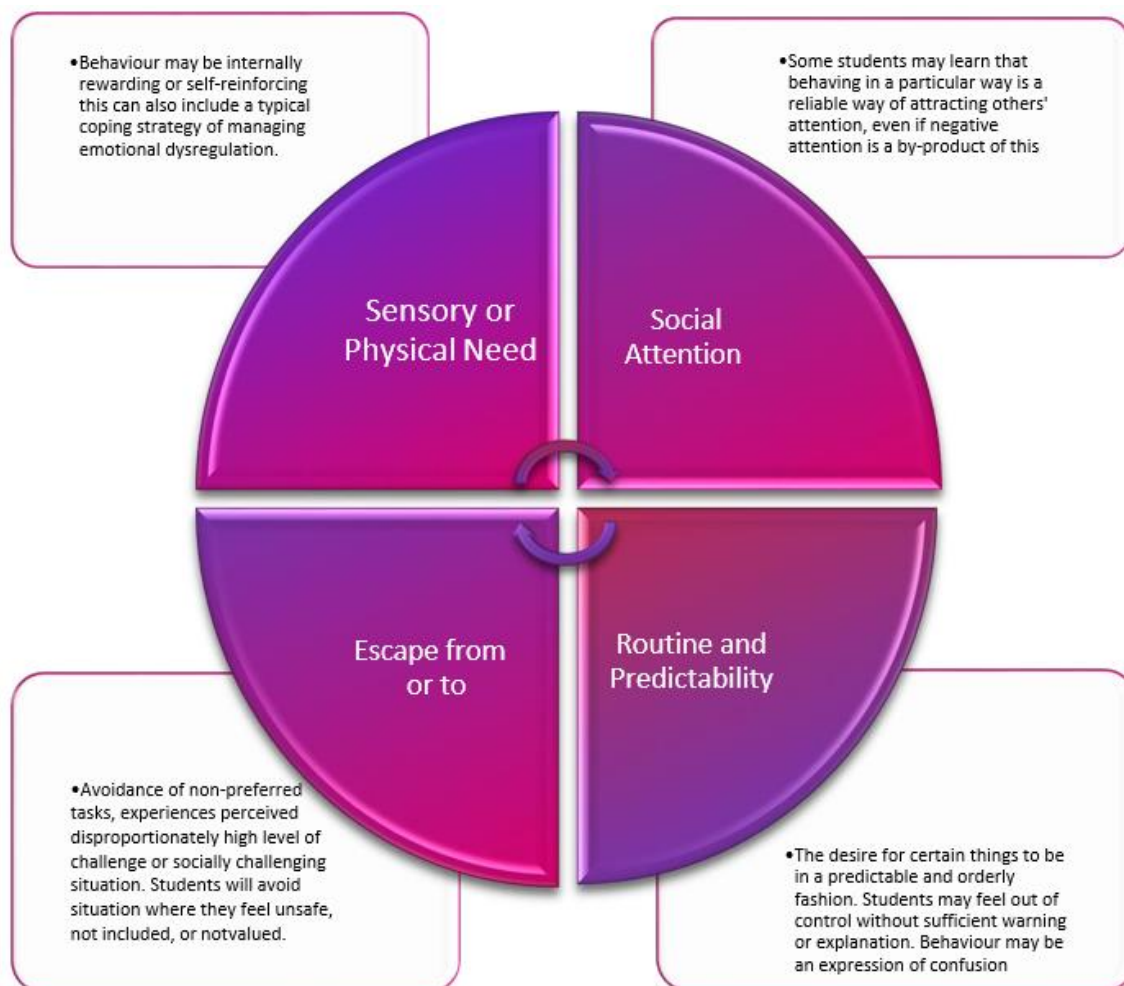
Support, Continual Professional Development and Student Approaches

Staff will aid students with the learning process. Key staff will be recognising and adapt levels of support to repair and resolve considering each student and their specific needs. Staff will use a restorative approach to effectively manage, repair, and restore following incidents. This Student Support and Relational Policy assists staff with effectively meeting student need whilst promoting high levels of behaviour founded on mutual respect and positive relationships. It is our objective to meet the needs of all students whilst upholding high levels of behaviour. To support students in achieving their full potential, whilst being rewarded for appropriate behaviour and challenged when behaviour falls below the community's

expectation, staff will receive training in the following approaches:

- Approaches to Neurodiversity
- Self-regulation and Emotional Control with Zones of regulation
- Emotional Literacy /Emotion Coaching
- PACE
- SEMH Needs
- Trauma Informed Approach
- Restorative Approaches
- Safeguarding
- Team Teach de-escalation strategies and positive handling
- Supporting learning needs such dyslexia and dyscalculia
- Communication and Interaction Need
- Sensory and/or Physical Need

Unified Academy staff recognise that behaviour is a means for communication and value both child development and the language of behaviour. In many cases behaviour may reflect an unmet need. All students and their behaviours are not easily categorised however it can be helpful to view behaviour as communication in the following areas and respond appropriately maintaining an individualised and child-centred approach.



Academy Staff will adopt a **PACE** approach developed by Dr Daniel Hughes.

Staff will interact students with a **Playfulness**. This will extend from the realm of jest and playful activity and include consideration of our interactions with students.
Staff will consider tone of voice, volume, intonation, and interactions when faced with challenging situations.

Staff will demonstrate unconditional **Acceptance** so that students are able to feel safe and support that the adults around them are accepting of their feelings thoughts even if their communicated behaviour is not accepted. Staff will uphold high expectations around behaviour but recognise that thoughts and feelings may be the driving factor and provided an open, unjudgmental and safe place to unpack feelings if students seek to do so.

Staff will allow students to be **Curious** about their behaviour and to ask questions, seek answer and develop and understanding of why they behave in certain ways as a journey not separate from but instead alongside supporting adults. Staff will ensure unconditional acceptance is upheld to promote the healing process and develop individual resilience.

Staff we act compassionately and **Empathetically** when responding to behavioural incidences. Unified Academy will provide continual training to ensure staff are equipped to manage difficult times which students may experience.

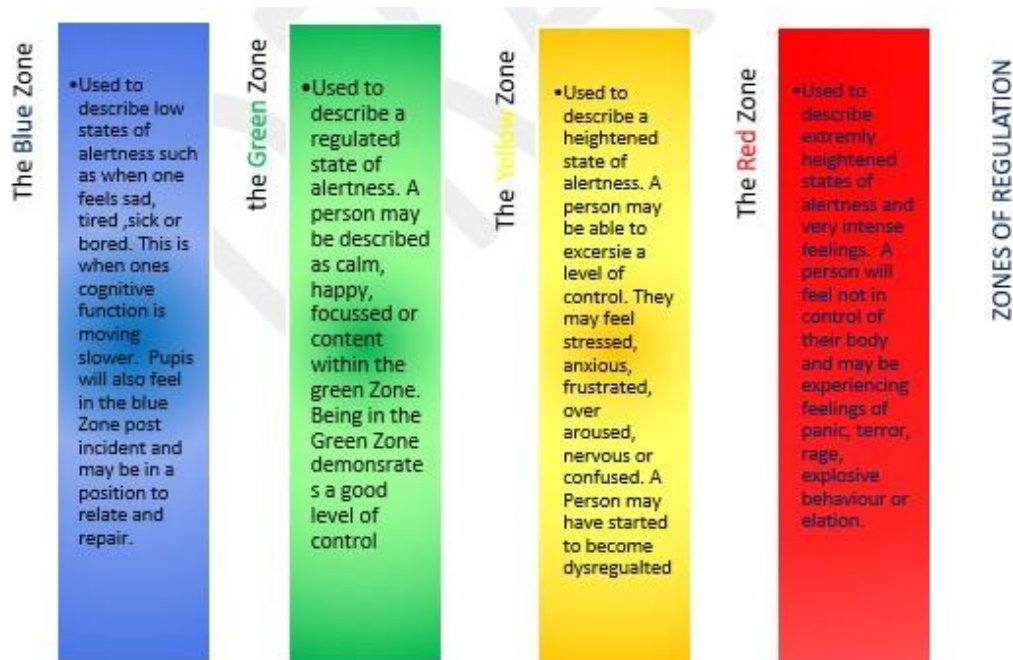
Staff recognise that during and following an incident student may experience negative feelings and it is the role of all staff to be emotionally present for each student for them to feel safe.

Zones of Regulation

Unified Academy's curriculum is designed to foster and promote self-regulation and emotional control for all of our students. It is our objective to equip students with the necessary skills to identify in time their own needs and respond accordingly using individualised strategies and coping mechanisms. Students will be taught directly and discreetly throughout the school day to manage their:

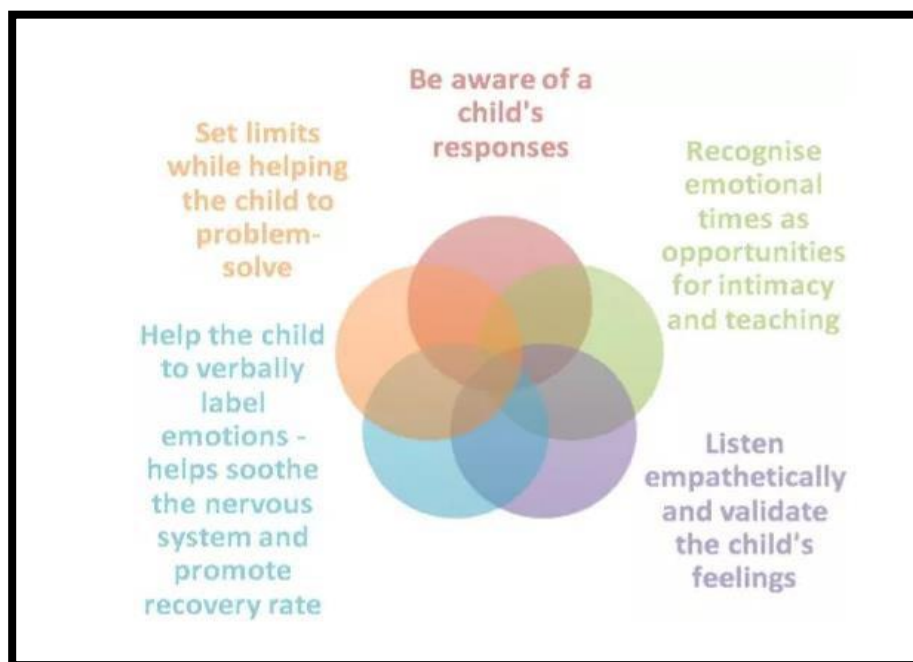
- sensory integration and regulation – Supporting students to manage the sensory stimulus from the school environment and process sensory data and respond. Staff will ensure inclusive environments support students to filter out extraneous sensory stimulus to support children to manage. Similarly, Staff will act accordingly to support students who require hyper responsive input such as movements breaks, sensory circuits, and deep pressure to aid sensory systems within the body.
- emotional self-understanding and self-regulation. Staff will work alongside students to digest states of emotions. Staff are trained to manage students' thoughts and feelings and provided students with safe avenues to express emotions. Students will be encouraged to process, reflect, and reason post incident with available staff. Student Support Plans will identify strategies to support individuals understand the connection between their emotional state, sensory systems, and ability to function effectively within their communities
- executive functioning and behaviour cognition - staff will support students to manage behaviour choices and reflect the school's student support plans. Teaching across the school will support student with attention, problem solving tasks and reinforce students with developing strategies of self-talk to aid impulse control.
- social thinking strategies - staff will support students to manage social situations and develop perspective through embedded curriculum tasks. Students will raise awareness of their position within the zones and its impact on the thoughts and feelings of others within our school community.
- development of self-awareness, self-regulation and self-apprrobation.

Staff will support students to in time gauge their emotional state and adjust their levels of alertness as detailed in the individual PBS Plans.



Leah M. Kuypers (2011) The Zones of Regulation A Curriculum Designed to Foster Self- Regulation and Emotional Control, United States, Mighty Color.

Emotion Coaching



<https://www.emotioncoachinguk.com/what-is-emotion-coaching>

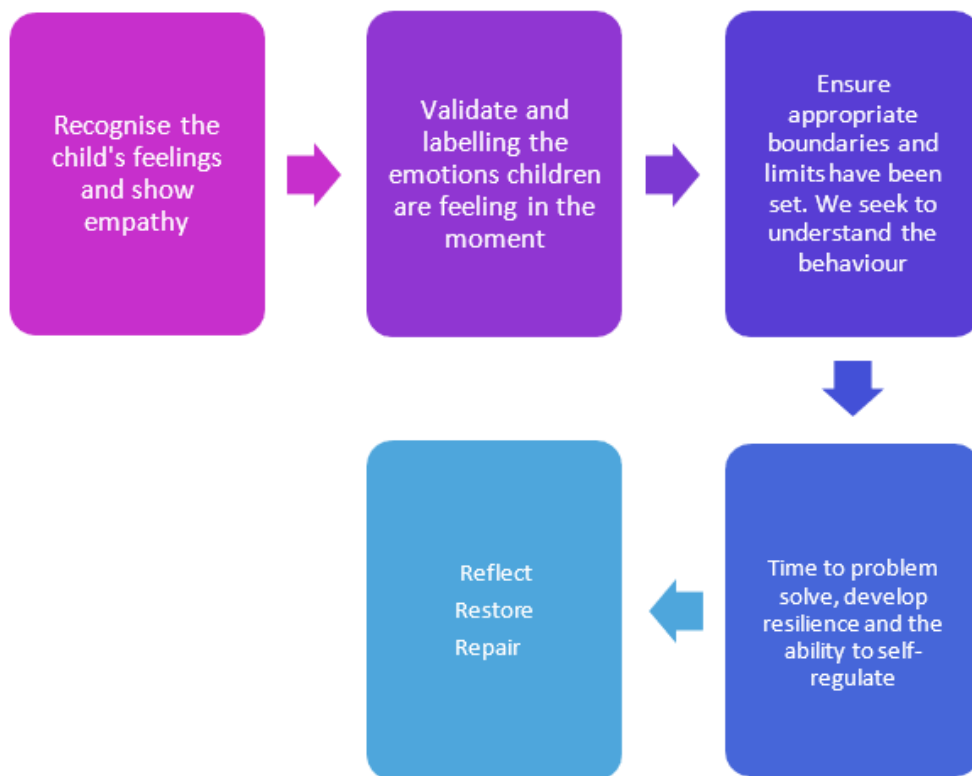
Staff will use the principles of Emotion Coaching to nurture and emotionally support relationships and through repetitive, consistent, and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted and their resilience enhanced.

Staff will endeavour to follow the principles of Emotion Coaching by:

- becoming aware of the child's emotions;
- provide supporting relationships and opportunities for co-regulation;
- recognising the emotion as an opportunity for intimacy and teaching;
- listening empathetically, validating the child's feelings;
- helping the child find words to label the emotion; and
- setting limits and explore strategies to solve the problem at hand.

Staff will support interactions and guide students to control their impulses so that they feel soothed when they are in states of distress, develop relationships with others, enhance attention capacity and increase motivation. Effective Emotion Coaching will aid students in building their resilience, ability to empathise with others and problem solve in future heightened states.

Staff will support students with identifying the types of emotions that they will experience in day to day obstacles and validate that whilst we have feelings it is important that we develop our ability to regulate and manage these so that we are able to lead productive, happy and successful lives in which our thoughts and feelings which manifest into behaviour are socially appropriate.

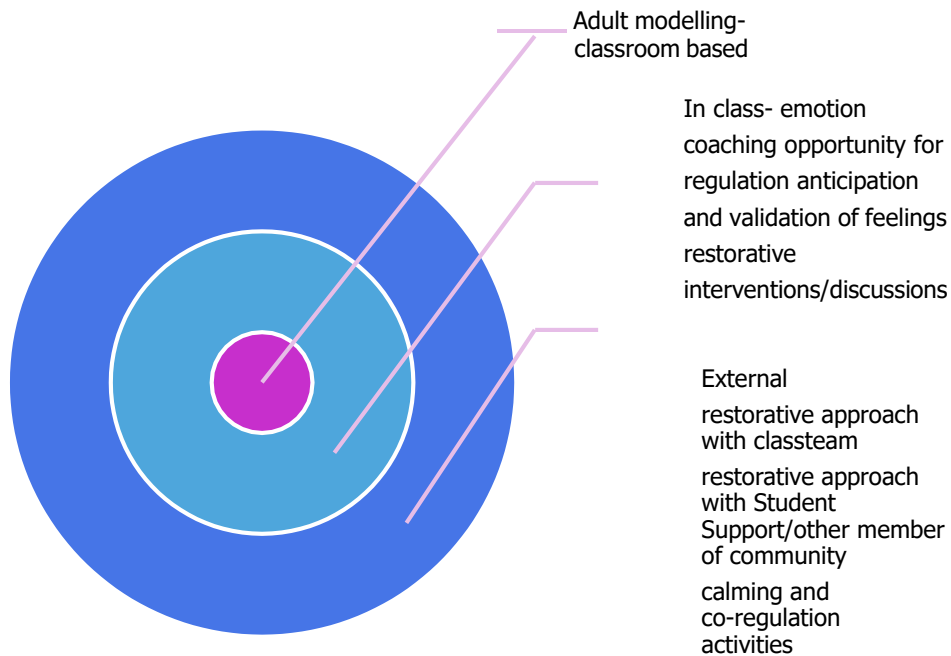


Emotion Coaching Staff Responsibility

All members of our community are responsible for building supportive relationships with our students. It is the responsibility of all staff to reflect and seek to understand student's perspective in all situations. It is paramount that staff are willing and open to understanding students' feelings whilst upholding high expectations. All staff will develop empathetic relationships with students and will be social, emotional, and learning role models for students. Staff will be grounded, trusted adults who have the ability to support students to co-regulate and achieve high expectations based on respect and mutual understanding.

Emotion Coaching Model Stems from Classroom

The Class Tutor is central to students social and emotional development. Staff will follow the principles of emotion coaching to support student's ability to self-regulate.



<u>Emotion coaching</u>	<u>Regulate</u>	<u>Repair and restore</u>
Identify thoughts and feelings	Grounding adult with formed relationship	Use principles of restorative justice
Act compassionately and empathetically	Develop ability to reflect	Listen critically and attentively
Validate emotions	Recognise and develop emotional awareness	For meaning with empathy and an open mind
Set clear and appropriate boundaries and limits		What happened? What were you thinking? What were you feeling? Who has been affected? What do we need to do now?
Problem solve with student		

Restorative Approaches

"...if we nurture restorative culture in our school we will develop young people who accept responsibility for their actions; are compassionate; who say no to bullying; who deal with conflict through discussions; who have the confidence to assert themselves if they are harmed or see other harmed; and who feel regret if they cause harm"

Graham Robb, interim chair, Youth Justice Board

Staff will adopt a restorative approach to support students to recognise the impact their action or choices on those around them. Staff will listen critically and attentively to ascertain meaning with empathy and an open mind. Prior to conducting any form of restorative approach staff will consider physical, social, and emotional barriers and support students with effective communication so that they are able to resolve, repair and restore relationship within their school community. Staff using restorative approaches are committed to:

- acknowledging that we have a right to feel what we feel. There is no 'should' or 'should not' with feelings
- educate students that a feeling is a feeling, and this should not be devalued but our expression of that feeling may require some further thought and digression
- an acceptance that others may hold a different point of view even if we disagree with this
- a commitment to respecting the differences of others, promoting tolerance and diversity
- protecting all individuals involved
- enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

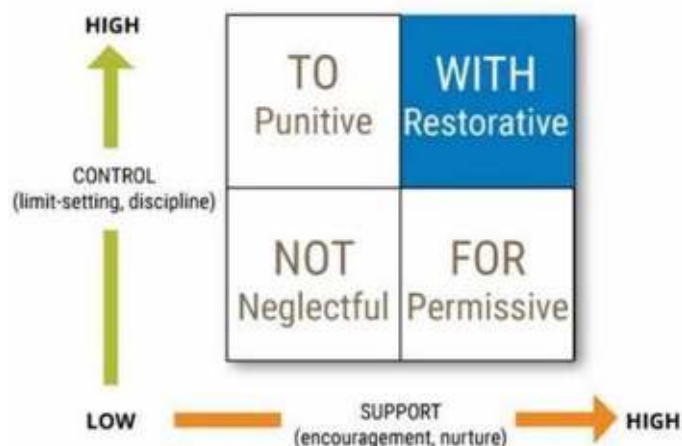
Our whole school restorative justice approach seeks to:

- positively reduce the number of students who truant due to bullying
- reduce levels of bullying
- reduce persistent levels of harm such as physical or verbal acts of aggressions, spreading rumours and directed/targeted abuse.

Unified Academy staff will move away from conventional models of social control of permissive or punishment. Staff will seek to support, and nurture students as opposed to limit setting and will aid satisfaction of both harmed and harmer.

Social control Window

Unified Academy will adopt a restorative approach in which high levels of control are tempered with high levels of support. Wrongdoing is confronted whilst maintaining a care and value of the wrongdoer, i.e. control is focussed on the behaviour, not the student.



<https://www.iirp.edu/defining-restorative/social-discipline-window>

Strategies to Support Positive Action

Unified Academy staff will

- All staff are responsible for ensuring students fundamental needs are met.
- Ensure teaching is of highest quality using the principals of quality first teaching to order to minimise and positively impact student conduct. Our broad and balanced curriculum will meet the needs of our students.
- Lessons will build on systematic learning of students to ensure appropriate developmental stages are met.
- Staff will share good practice so that students' needs are met across the whole school community
- Lessons will be differentiated and incorporate a range of teaching methods and pedagogy which reflect different learner styles and a consideration of students individual and specific needs as detailed in Educational Health Care Plans.
- Students will be aware of their learning and positive action targets. Targets will be Specific, Measurable, Attainable, Realistic, Timely and students will be equipped with the necessary tools to meet targets.
- Staff will model appropriate interactions. Staff are well informed of the importance of teaching and developing skills and the impact of effective modelling.
- Staff will facilitate environments and situations where peer relationships can develop and students.
- Provide opportunities throughout the school day for students to develop socially and emotionally.
- Staff will support students in managing emotions, thoughts and feeling and respond accordingly. Student Support plans will be continually reviewed by staff to promote the best interest of the student.
- Staff will use Emotion Coaching to support students in their emotional regulations so that they are able to make positive actions steps.
- Staff will refer to the Code of Conduct to aid student in their positive decision making.
- Staff we be compassionate, empathetic and proceed without judgment when dealing with incidences with students.
- Staff will put in place preventative measures to support students and act proactively.
- Staff will create a safe and stimulating environment in which students are able to flourish.
- Staff will be confident with the report systems and strategies to support positive action.
- Staff will use de-escalation strategies when dealing with students' behaviour which falls outside the Code of Conduct and in moments of challenge.
- Develop positive relationships with all students founded on respect, clear boundaries, and compassion
- Staff will engage in continual professional development to support young people.

Students will

- Being willing to accept support and guidance in obtaining their individual student support targets and Student Behaviour plans
- Be aware and reflect the school Code of Conduct
- Be aware of the procedure and channels of support and use support systems
- Be willing to accept support to meet the demands of the school day
- Expected to uphold the school's high expectations and work toward PBS Targets and strategies
- Take responsibility for their actions and be aware of consequences for our actions. Students will take ownership of their own learning and behaviour and work collaboratively with others to ensure a harmonious environment for all to achieve.

Parents/Guardians

- Work in partnership with the school in the best interest of the child
- Actively engage in the school community and community projects
- Ensure regular contact and channels of support are maintained between school and guardians to support students
- Liaise regularly as a cohesive body to support the needs of students

Code of Conduct

Unified Academy's high expectations is displayed around the school in the Academies Code of Conduct. The Code of Conduct will form the basis of awarding both learning and respect, tolerance, and credits for each activity of the school day. All members of the community will endeavour to act in accordance with the Code of Conduct. The Code of Conduct will be reflected in individual classroom charters so that the principles are upheld in all parts of our school community.

Students and Staff will be awarded for showing exceptional behaviour and achieving learning targets. Unified Academy recognises that some students will require support to develop skills to support both their academic programme of study and their capacity to make positive choices. The school's Code of Conduct gives equal focus to a student's learning progress as well as their development within the social context. Students will be acknowledged, and positive reinforcement given remaining Respectful, Compassionate, Curious, Inspired and Empowered, even when learning may pose its difficulties.

Unified will use a tracking reward system which allows students to receive tangible items through an accumulation of Epraise points, and British Values points which can be awarded by all members of staff across the wider school community.

Whilst the Code of Conduct will provide a framework and guidance the school will adopt a graduate system for dealing with actions which fall outside the school's collective ethos. All staff recognise that behaviour is a form of communication and will aid children to navigate through their emotions and feelings whilst holding clear and concise boundaries on acceptable and unacceptable behaviour.

All rewards and positive action plans are to be implemented alongside the values held in the Code of Conduct and staff will exercise a balance, fair and professional judgment when responding to behaviour will falls outside. Any approach should be in the best interest of the child and reflect the schools supportive, educational, and restorative approach.

In all incidences of concerns regarding student behaviour supporting staff should exercise informed judgment in which action is to be taken to best support the student. The school operate on a progressive intervention system in which student reinforcement and need for positive action for behaviour change are implement gradually to impact student behaviour.

Rewards and Positive Action Plans

Wherever possible, the focus should be on positively reinforcing and encouraging high expectations of behaviour and effort. In all instances the first response to poor conduct or undesired behaviours is to follow the school's positive action plan. If students display undesired behaviour, they will limit their opportunity to gain certain rewards rather than lose earned rewards or receive punishment/sanctions. It is fundamental that students are equipped with the necessary skills to manage their own behaviour more effectively. Students will be awarded with effort points which will be accumulated over the week. Effort points will reward students for displaying appropriate behaviours and recognise their effort in all aspects of the school day. Students will be able to both monitor and interpret their own behaviour trajectory and experience positive incentives and rewards allowing them to

receive intrinsic and extrinsic gratification for their achievements.

Students will be awarded points for displaying positive behaviours and will encompass both learning, attitude, and community focused points. Unified Academy's Code of Conduct (Appendix 1) will detail the schools' high expectations and will be displayed in all areas of the school community.

Exemplary behaviour, whilst this list is not exhaustive, includes:

- respect and consideration to others irrespective of differences
- maintaining and being responsible for the safety of ourselves and the safety of those in our school community
- ready to learn and engaged in the learning process
- follow requests from staff and accept guidance to achieve full potential
- communicate use appropriate tone, volume, and intonation
- accept support from the school community
- punctual arrival to school and lessons to maximise learning opportunity



-	5 points	+
	Curious	
	Respectful	
	Compassionate	
	Inspired	
	Empowered	
	Attendance	
	Drop Everything and Read	

Students can be awarded with a maximum of 5 points per lesson. For example, Students can be awarded 2 points for curiosity and 3 points for empowered.

Additional points can be awarded for Tutor, Break, Lunch, and end of day Reflection a total of 5 points for each session

Daily Points- 45

Epraise points must reflect individual learner progress

ELSA /Music/CAL/Healing Together all follow the lesson point system of 5 Points Per Session

Additional points can be given in line with the Pastoral Teams weekly focus. Which will reflect CPOMS entries.

Points must be placed on by the end of day to provide accurate reflection and feedback to students and parents.

10 Additional points Drop Everything and Read and 10 for Daily Attendance.
Maximum 50 per Week Including Blended Learning Programmes for attendance
Maximum 50 per Week for Full Uniform each day

British Values

It is our objective at Unified Academy that the Effort reward systems actively promotes British Values, and it is our aim for staff and students to challenge opinions or behaviours in school that are contrary to fundamental British values.

Unified Academy seeks to provide a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society. It is our school's objective to actively promote, teach, and implement fundamental British Values within our school community. Students are awarded additional effort points for demonstrating the five key principles of British Values in any aspect of the school day. Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is our primary objective to immerse our students in diverse experience which allow them to respect and value the similarities and differences that we share with those of different faiths, sexuality, race, and background. We continue to strive to develop our students understanding of what is right and wrong and those actions which are deemed lawful defying.

Our British Value reward systems seeks to enable students to develop their self- knowledge, self-esteem and self-confidence and reflect on their own beliefs and the beliefs of others whilst exercising tolerance and respect.

It is our aim to equip students with the necessary skills to challenge opposing attitudes and encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. We aim to further our students' tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

British Values exemplification

British Value	Points Awarded
Democracy	Maximum 5
Rule of Law	Maximum 5
Respect	Maximum 5
Tolerance	Maximum 5
Individual liberty	Maximum 5

The British Value recognition systems will ensure that all students within the school have a voice that is heard and demonstrate how democracy works by actively promoting the democratic process.

Classroom Charter

In addition to the Schools Code of Conduct individual classrooms may choose to have a class charter or agreed student contract which outlines individual specific needs of the classroom and group dynamic. All class charters must be reflective of Unified Academy's Code of Conduct.

Rewards

Tier	Option			
1	<p><u>Tier One Rewards</u></p> <p>All staff use a range of strategies to promote, reinforce and encourage positive behaviour choices. Staff will reinforce using the schools Code of Conduct found in the Positive Action and Relational Policy. All members of the staff community can award points for Respect and Tolerance, Safety and Effort and Attitude to Learning. Staff will record positive achievements on CPOMS to ensure The Student Support Team and Senior Leadership Team can act accordingly to reinforces student achievements.</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Verbal Praise Written Praise Display Student Work Share Student Achievement Reward RTS/Effort Points Reward British Value Points Personalised Tutor Group Rewards </td> <td> <ul style="list-style-type: none"> Post card Letter Home Interactive App message home Classroom privileges Free time Desired activity/choice Free time Personalised Class Based Activity </td> <td> <ul style="list-style-type: none"> Email or Phone Call Home Classroom Responsibilities External Responsibilities Credit shop Facilitator Referred for Higher Tiered Reward </td> </tr> </table>	<ul style="list-style-type: none"> Verbal Praise Written Praise Display Student Work Share Student Achievement Reward RTS/Effort Points Reward British Value Points Personalised Tutor Group Rewards 	<ul style="list-style-type: none"> Post card Letter Home Interactive App message home Classroom privileges Free time Desired activity/choice Free time Personalised Class Based Activity 	<ul style="list-style-type: none"> Email or Phone Call Home Classroom Responsibilities External Responsibilities Credit shop Facilitator Referred for Higher Tiered Reward
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2	<p><u>Tier Two Rewards</u></p> <p>Sustained periods of effort and engagements or higher order demonstrations of the schools Code of Conduct should be rewarded on a graduated approach system. Students have made personalised progress related to their own developmental targets. Students have demonstrated positive action in the face of adversity and demonstrated high expectations. Tier Two awards may be cumulative as a result of obtaining a number of Tier one awards and this will be recorded on the schools Positive Action Monitoring Document by a member of the Student Support Team. Tier Two awards will represent all aspects of the school day and will acknowledge student achievement in specific areas.</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Learner of the Week Recognition Effort of the Week Recognition Attendance British Values Certificate Progress over Time reward Bronze/Silver Merit Award Work displayed Externally </td> <td> <ul style="list-style-type: none"> Class Report Emailed /Communicated Home Recognition in Whole School Assembly SLT Certificate/recognition/Class Visit SLT/Student Support Team Phone Call Home Credit shop </td> <td> <ul style="list-style-type: none"> Weekly/Monthly assembly recognitions SLT Classroom recognition Class/year trips and Activities Class/year group privileges On site Activities On site Privileges </td> </tr> </table>	<ul style="list-style-type: none"> Learner of the Week Recognition Effort of the Week Recognition Attendance British Values Certificate Progress over Time reward Bronze/Silver Merit Award Work displayed Externally 	<ul style="list-style-type: none"> Class Report Emailed /Communicated Home Recognition in Whole School Assembly SLT Certificate/recognition/Class Visit SLT/Student Support Team Phone Call Home Credit shop 	<ul style="list-style-type: none"> Weekly/Monthly assembly recognitions SLT Classroom recognition Class/year trips and Activities Class/year group privileges On site Activities On site Privileges
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3	<p><u>Tier Three Rewards-</u></p> <p>Tier Three Rewards will reflect progress over time for each student. Staff will reflect on students' individual targets and positive action plans to identify progress over time and reward appropriately. Tier Three rewards will reflect a student's contribution to the school's ethos. Staff will recognise that a student's trajectory may alter from week to week but will include students reflecting on their behaviour and learning journey. Tier three rewards will often be part of a whole school celebration at the end of term.</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Gold/Platinum Merit Award School Trip/Activity Termly Award – Progress Termly Award- Attendance Termly Award – Respect and Tolerance Termly Award- Safety Whole School Term Assembly recognitions </td> <td> <ul style="list-style-type: none"> Positive Term Report Whole School Recognition Badges Parents Invite- Student success shared Letters from the Principal Postcard from Principal Meeting with Principal Pre-selected Privileges </td> <td> <ul style="list-style-type: none"> School Trip/ Activity- Bronze Award School Trip/Activity- Silver Award School Trip/Activity- Gold Award School Trip/Activity- Platinum Award </td> </tr> </table>	<ul style="list-style-type: none"> Gold/Platinum Merit Award School Trip/Activity Termly Award – Progress Termly Award- Attendance Termly Award – Respect and Tolerance Termly Award- Safety Whole School Term Assembly recognitions 	<ul style="list-style-type: none"> Positive Term Report Whole School Recognition Badges Parents Invite- Student success shared Letters from the Principal Postcard from Principal Meeting with Principal Pre-selected Privileges 	<ul style="list-style-type: none"> School Trip/ Activity- Bronze Award School Trip/Activity- Silver Award School Trip/Activity- Gold Award School Trip/Activity- Platinum Award
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Interventions

Tier	Option			
1	<p>Tier One Action Steps- Staff will apply the following interventions on a graduated system to manage classroom and school behaviour. Staff will address and record behavioural incidences on CPOMS which will be reviewed by the Student Support Team. Student Support will be able to monitor the severity and regularity of a concern and respond appropriately. Incidences will be working outside the schools Code of Conduct and will need to be challenged. Review of Policy</p> <table border="1"> <tr> <td data-bbox="209 456 624 1111"> <ul style="list-style-type: none"> • Verbal reminder • Visual reminder • Time to Process • Nonverbal Reminder • Time to Listen and Respond • Communication with Student • Communication with Peers • Classroom modification • Loss of Privileges </td> <td data-bbox="628 456 1078 1111"> <ul style="list-style-type: none"> • Student Dynamic Modification • Curriculum Modification • Expectation modification • Mentoring or coaching • Time to respond • Teacher conference with student • Learning Support Request • Loss of School Reward System Points </td> <td data-bbox="1083 456 1463 1111"> <ul style="list-style-type: none"> • Reinforcement of behaviour • Teach or reteach behaviour • Classroom setting modification • Time out – in class support • Time out- out of class support by team member • Time in class with Student Support • Time out with Student Support • Reflection Post incident • Restorative approach if appropriate </td> </tr> </table>	<ul style="list-style-type: none"> • Verbal reminder • Visual reminder • Time to Process • Nonverbal Reminder • Time to Listen and Respond • Communication with Student • Communication with Peers • Classroom modification • Loss of Privileges 	<ul style="list-style-type: none"> • Student Dynamic Modification • Curriculum Modification • Expectation modification • Mentoring or coaching • Time to respond • Teacher conference with student • Learning Support Request • Loss of School Reward System Points 	<ul style="list-style-type: none"> • Reinforcement of behaviour • Teach or reteach behaviour • Classroom setting modification • Time out – in class support • Time out- out of class support by team member • Time in class with Student Support • Time out with Student Support • Reflection Post incident • Restorative approach if appropriate
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2	<p>Tier Two Action Steps- Staff will record behavioural incidences on CPOMS and refer concerns to Student Support Team. Staff must record all incidences and refer to SLT. An incident may require Tier Two Action Step if they are frequent in nature, raising in degree of severity or pose a safety risk or if incidents are yet to be solved or require further restoration. Students may exhibit behaviour which goes outside the school Code of Conduct and pose significant risk of harm to individual or others. Review of Policy</p> <table border="1"> <tr> <td data-bbox="209 1296 624 1724"> <ul style="list-style-type: none"> • Tier One Positive Action Steps Applied proportionately • Referral to Student Support Team • Meeting with Student Support Team • Daily Progress Report Submitted • CPOMS Detailed Behaviour Recording </td> <td data-bbox="628 1296 1078 1724"> <ul style="list-style-type: none"> • Students Support Team Intervention agreed by SLT • Referral to appropriate channels of Support • Teacher/Student Support Conference with Student • Teacher/Student Support Conference with Student and Parents and Guardians • Daily Report Home </td> <td data-bbox="1083 1296 1463 1724"> <ul style="list-style-type: none"> • Student Supported in Class by Student Support Team • Confiscation of Prohibited items • Student Contract • Student/Parent Contract • Reflection with Student Support Team • Restorative Approach if appropriate • Peer Mediation </td> </tr> </table>	<ul style="list-style-type: none"> • Tier One Positive Action Steps Applied proportionately • Referral to Student Support Team • Meeting with Student Support Team • Daily Progress Report Submitted • CPOMS Detailed Behaviour Recording 	<ul style="list-style-type: none"> • Students Support Team Intervention agreed by SLT • Referral to appropriate channels of Support • Teacher/Student Support Conference with Student • Teacher/Student Support Conference with Student and Parents and Guardians • Daily Report Home 	<ul style="list-style-type: none"> • Student Supported in Class by Student Support Team • Confiscation of Prohibited items • Student Contract • Student/Parent Contract • Reflection with Student Support Team • Restorative Approach if appropriate • Peer Mediation
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3	<p>Tier Three Action Steps- Staff will record behavioural incidences on CPOMS and refer concerns to SLT. Students will be working outside the School Code of Conduct and incidents are more serious in nature, occurring frequently or have not been resolved through measures put in place. Bullying of any nature will be an immediate Tier 3 action and will require referral to SLT.</p>			
	<table border="1"> <tr> <td data-bbox="209 282 515 958"> <ul style="list-style-type: none"> • Tier One and Two Positive Action Steps Applied Appropriately • Referral to Student Support Team • Referral to Senior Leadership Team • Parent/Guardian Informed </td> <td data-bbox="520 282 970 958"> <ul style="list-style-type: none"> • Parent Guardian Meeting • Restorative Justice Meeting • Targeted Intervention • Positive Action Monitoring • Alternative School Based Programme SLT • Curriculum Modification • School Day Modification SLT • Managed Classroom Move SLT </td> <td data-bbox="975 282 1490 958"> <ul style="list-style-type: none"> • Internal Positive Action Plan Supported by Student Support Team 1:1 • Meeting with Senior Leader • Restorative Justice Meeting if appropriate • Timetable Modification • Peer Mediation • Restricted Activity </td> </tr> </table>	<ul style="list-style-type: none"> • Tier One and Two Positive Action Steps Applied Appropriately • Referral to Student Support Team • Referral to Senior Leadership Team • Parent/Guardian Informed 	<ul style="list-style-type: none"> • Parent Guardian Meeting • Restorative Justice Meeting • Targeted Intervention • Positive Action Monitoring • Alternative School Based Programme SLT • Curriculum Modification • School Day Modification SLT • Managed Classroom Move SLT 	<ul style="list-style-type: none"> • Internal Positive Action Plan Supported by Student Support Team 1:1 • Meeting with Senior Leader • Restorative Justice Meeting if appropriate • Timetable Modification • Peer Mediation • Restricted Activity
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4	<p>Tier Four Positive Action Step - SLT referral and School Leader Meeting. SLT to record incident and outcomes on CPOMS and communicate with relevant parties involved. Staff may have exercised all options and require additional and specialist support. SLT will meet and agree modifications to meet students' needs and create positive action steps to include students in their school community.</p> <p>Internal Positive Action Programme with SLT Alternative school-based programme All referrals to SLT Restrictive activity Modified School Day Targeted Intervention Agreed</p>			
5	<p>Tier Five Positive Action Step- SLT</p> <p>Exclusion Review Meeting Parent or guardian meeting arranged Review of Relational Policy Suspension/Exclusion Reintegration</p>			

All members of the school community are responsible for challenging student actions which fall outside of our whole school community ethos. Class teams must in the first instance must where possible be preventative in their actions and respond in a fair, consistent and constructive manner. Staff teams must record all actions to ensure the student support has an audit trail of events and mitigate an appropriate response to best support the student.

Positive Action to Support Learning

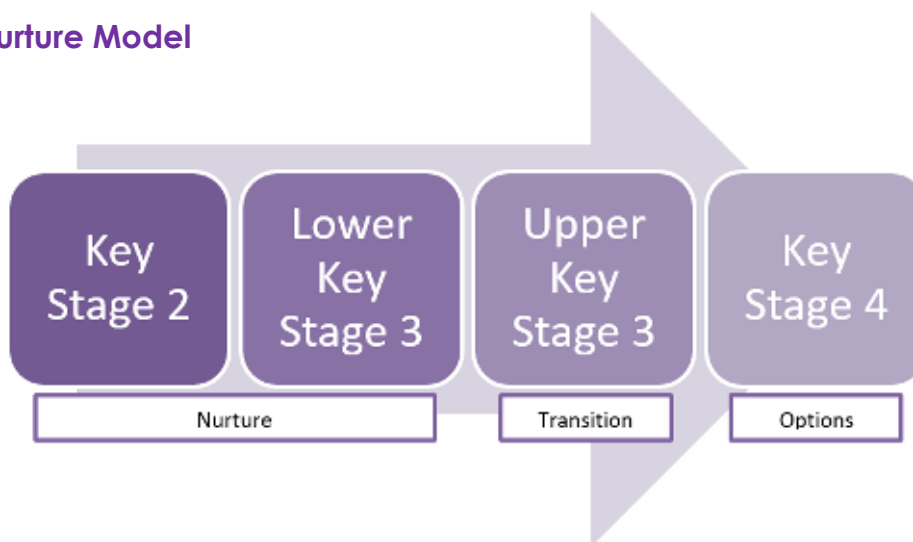
Unified Academy adopt a Quality First Teaching Approach. Teachers will ensure all students are engaged in the school curriculum adapt the learning so that needs of the students are met in. Continual reflective practice will allow for Teaching staff to plan, assess, implement, and review interventions and reflect on their suitability and effectiveness.

The Positive Learning Environment

Unified Academy will support our learners using the SPELL framework. Staff will adopt this approach across the school community whilst recognising variants in the school day for year groups and student's needs. Our school follows a nurture programme in KS2 and Lower KS3 with students beginning to develop and foster their own independence in upper KS3 and KS4.



School Nurture Model



Structure

- Staff will seek to provide students with enhanced predictability throughout the school day. Class timetable will aid students to foster independence and support changes in routines.
- Timers will allow students to effectively manage the demands of the school day and provide clarification to students on the length of an activity. Timers will support students to start activities, complete activities and bring them to a close efficiently.
- Tasks will be broken down into small manageable chunks in which task outcomes are achievable, relative, and clear to each student.
- Staff will support students in unstructured times. Unified Academy recognises that students may struggled with social situations and will facilitate positive peer interactions, games, and alternative social scenarios for students to thrive.
- Staff will structure all modes of communication with students. Staff we adopt the PACE approach when communicating. Students will be addressed by their name, given and instruction and provided with time to respond.
- Staff will use language, which is clear, succinct, and concrete.

Positive

- Positive reward systems and motivators are utilised to promote positive choices from students.
- Staff expectations will reflect the needs of students and their ability. Staff will ensure that targets are achievable and the pathway to achieving them is accessible for all students. Work will be in relation to each student and will continue to reflect their abilities and motivate students to achieve.
- Staff will reflect on their interactions with students to ensure that when dealing with challenges their tone, pitch, intonation, and body language is low arousal.
- Staff will use positive school action plans when dealing with inappropriate conduct and follow school procedure by adopting a graduated approach when dealing with behaviour.
- Facilitate peer interactions and opportunities to build independence, resilience, and self esteem

Empathy

- Staff will adopt the school's Relational policy for building, sustaining and challenging students empathetically.
- Staff will develop a student profile to understand the needs of all students within their class through the Student Support Plans.
- Staff where relevant will share the needs of the students with colleagues to ensure all those coming into contact with students are able to minimise student stress and respond appropriately in times of crisis.
- Continual professional development and staff reflective groups
- Validate students' thoughts and feelings whilst recognise a need for positive action for behaviour change.
- Use opportunities to teach students. Staff recognise that some students do not have awareness and will require teaching. Staff will support students to comprehend what is being asked of them.

Low Arousal

- Staff will create a safe and stimulating environments for all students
- Consideration of student's sensory needs will be part of student support plans and environments will reflect this.
- Potential distractions will be minimised or action plans to support students with individual needs such as light sensitivity
- Staff will be responsible for filtering out stimulus in order to support students in the learning and wider environment.
- Staff will modify working resources, classroom dynamics and environment to allow students to feel safe and ready to learn. Staff may choose to adapt classrooms for quiet learning areas and individual workstations alongside external rooms support by Student Support Team.
- Staff will aid students to manage sensory stimulus using agreed strategies in Student Support Plans.

Links

- Staff will actively seek and engage parental/guardian involvement in all aspects of the school day.
- Student support plans will be a collaborative document which each child has ownership of their targets and pathway for progression. Parents/guardians will have this communicate with them frequently and meet to discuss new targets, existing targets and actions plans for achievement.
- Students will play an active role in their educational process
- Staff will stay up to date with current strategies and support systems for students.
- Relevant external agencies will be involved with students to support the needs of the students.

Our School Day

Unified Academy will welcome students in transport from 8:45am and students will leave site from 2:25pm every day. All students arriving after 9:30am will be marked as late by the attendance officer. Our bespoke timetable has been designed to support students with their academic programme of study whilst ensuring there is time for students to develop social, emotional, and mental health needs.

Time	
8.45am – 9.00am	Arrival/tutor time/breakfast
9.00am – 9.15am	Tutor
9.15am – 10.00am	Lesson 1
10.00am -10.45am	Lesson 2
10.45am -11.00am	Break
11.00am – 11.45pm	Lesson 3
11.45am – 12.30pm	Lesson 4
12.30pm – 1.10pm	Lunch
1.10pm – 2.10pm	Personal Development
2.10pm – 2.25pm	Tutor
2.25pm-2:35pm	Taxis/end of school day

Start and End of Day Protocol

Students will arrive to school via transport. All students will be assigned specific taxi routes, and these will be given to all teaching and support staff. At the start of the day teachers or teaching assistants will listen to radio calls and meet students at the taxi rank. Once students have been met staff will return to meet other students unless otherwise notified of their absence. At the end of each day, Students are expected to remain in their classrooms and a member of the of the Student Support team will radio for each student once transport has arrived. Students will then be supervised by a member of staff and escorted to their transport.

Tutor Time

Students will be assigned specific tutor groups and be provided the opportunity to develop their communication and interaction with peers. It is our hope that students will use tutor time to enjoy breakfast together and prepare for the day whilst settling into the school routines and socialising with both adults and peers. During tutor time, Middle leadership, and Senior leadership will come into class and recognise the achievements of the previous day. Staff should email and recognise any positive achievements so that students can be acknowledged and celebrated and then shared with parents. On Fridays, Students will be rewarded with learning of the week certificates which recognise significant progress and achievements in all aspects of the school day.

Personal development

Tutor time will allow for students to develop their personal development of necessary skills and strategies. Boxall profiling will identify areas of personal challenge and tutor time will allow for a safe space to explore strategies and activities to overcome barriers to personal development. Student support plans will provide information for teacher tutors to identify, implement and support students with their individualised personal development strands. Student support plans will be provided and suggested activities to support student development.

At Unified Academy, we offer a personal development curriculum which sees all students access a variety of extra-curricular activities in the format of bite sized tasters, facilitated by external and internal practitioners. Our students cannot access after-school clubs and activities due to their home settings being spread across a wide geographical area and the need to use individual taxis to get them safely to and from school. With this in mind, we have created a personal development curriculum that enables all students to choose, explore and experience new activities. Sessions are planned to include a broad range of activities focusing on student's cognitive, creative, digital, physical, social and cultural development. These new experiences enable them to develop skills and knowledge in subjects and activities that would not normally be found on a traditional curriculum and work towards AQA Award units of accreditation.



Teaching and Learning- Positive Start

Unified Academy is a provision which support students with a range of Special Educational needs. The SEND Code of Practice provides statutory guidance for working with children and young people with SEND.

The SEND Code of Practice identifies four broad areas of need.

- Communication and interaction
- Cognition and learning
- Sensory and Physical Needs
- Social, Emotional and Mental Health Needs

Unified Academy recognises that when students arrive at our school, they will have significant differences in their educational experiences and life experiences. It is our objective to allow students to flourish in our school environment whilst ensuring the needs of our students are met. Students are taught in small groupings to allow for individual support and guidance whilst addressing both their areas of need and meeting academic targets. Students will work in line with the national curriculum whilst ensuring bespoke activities, support and guidance is in place to allow for students to develop.

Core to our academic programme of study is the social, emotional, and mental health needs of our students and the need for experiences which support students personal and social development so that they are able to lead happy, fulfilling, and meaningful lives. Our Code of Conduct is evident in all aspects of the school day and the school's strong values and ethos is reflected

Positive behaviour will be supported by the school having high standard of both students and staff and clear, concise, and fair boundaries set out in the classroom and teaching environment.

High Expectations in the Classroom

- Resources will be prepared and ready before the start of each lesson.
- Teaching assistants will be ready to support the learning process and reaffirm teaching expectations and the school code of conduct.
- The relational policy will be implemented into the school day and positive action steps used to promote positive outcomes
- Displays will support the learning journey
- Students will be made aware of the those responsible for safeguarding, first aid and the lead for anti-bullying
- Rooms will be minimalistic, tidy, clean and ready for the learning
- Visual timetables will be used to aid structure and reduce student anxieties
- Students will be aware of their credit and merit systems and these will be reflected positively in student and staff interactions throughout the daily
- Students learning will be checked daily and authentic feedback given both verbally and written praising effort.
- Parents contacted by Tutors to allow for students to recognise effective communication and be commended for their efforts.

High Expectations of Teaching

- Students are aware of their learning intentions and what is expected of them
- Task are broken down into manageable chunks which allow students to see their steps to success
- Students will be actively engaged and hooked at the start of each lesson
- Staff will focus on the learning journey as opposed to the doing
- Scaffolding will be of the highest quality to support the diverse needs and composition

- of each group
- Modelled examples will aid students to understand how to achieve the learning intention
 - Staff will differentiate to meet the needs of all students Differentiation will be personalised to include students social and emotional needs
 - Staff will use technology where possible to support students understanding
 - Staff will reflect on pace of lesson and ensure smooth transitions between activities allow appropriate thinking and response time
 - Extension and challenge activities will be personalised
 - Assessment for learning tools utilised to gauge understanding and provide appropriate support.

Physical Intervention

Unified Academy will continually assess, plan, and review individual student support plans to support children in crisis. Staff will where possible de-escalate situations and behavioural incidents keeping the child in mind in all decision-making processes. Our Staff recognise the importance students developing the necessary skills to manage and regulate their own behaviour and will act in accordance with statutory guidance pertaining the Physical Intervention as a last resort. Unified Academy is dedicated to minimising all forms of physical contact or the need for physical intervention by ensuring proactive, preventative, and measurable approaches are in place to help support students manage their behaviour positively.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

The Education and Inspections Acts (Section 93) provides legal right for staff to act in accordance with the detailed guidelines. Staff can use reasonable force for the purpose of preventing a student from doing (or continuing to do) any of the following,

- a) committing any offence,
- b) causing personal injury to, or damage to the property of, any person (including the student himself, or
- c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise

https://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf

All incidences of Physical Intervention will be submitted to the schools reporting, recording system. Staff and Students will have allocated time with a member of Senior Leadership Team, Student Support and all parties involved in which professional judgment will be used to determine the type of incident and level of risk presented; degree of force used; positive action moving forward and use of restorative measures where appropriate and the impact on individuals involved.

Staff and students may require support, reassurance, or guidance if this is necessary Student Support and Senior Leadership will act immediately to facilitate interventions and timetable adaptations.

All physical interventions will be conveyed to Parents and Guardians through the Student Support Team Portals or a member of Senior Leadership Team.

Unified Academy Team Teach Approach

Team Teach describes a broad spectrum of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment, staff deployment and restraint accounting for only a small part of the framework.

95% Positive behavioural Support

- Use of spaces
- Management of time
- Changes in environment
- Stance, postures, and gestures
- Facial expressions
- Eyes

- Voice words

5% physical contact

- Prompts, comfort, and reassuring touch
- Guide, escorts and hold
- Physical restraint and restrictive physical interventions

Reasonable, Proportionate, and Necessary

All staff will:

- Adhere to relevant individual student risk assessments and support plans
- Use a tiered approach in de-escalation responses
- Use distractions
- Maintain calm in self and environment
- Use Team-Teach positive behaviour non-physical strategies
- Use Team-Teach physical intervention if necessary (see restrictive intervention policy)
- Record incidents on CPOMS including physical interventions
- Report incidents to a member of SLT
- Staff involved to participate in a debriefing session

Searching, Screening and Confiscation

Unified Academy Staff have the statutory power to search, confiscate, retain, or dispose of any items or student possession where there are reasonable grounds for suspecting that students may have prohibited items. Staff will use their legal power to seize any items they consider harmful or detrimental to the discipline of the school.

Students who refuse to comply with school searching, screening and confiscation policy will be referred to a member of the Student Support Team or a Senior Leadership Team for Student Support.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Reporting, Recording and Repairing Systems

Unified Academy operate a robust system for reporting and monitoring student progress, assessing frequency incidents and identifying patterns in data to act preventatively. It is crucial that all those involved in incidences follow the correct procedure for reporting and recording.

At present, Unified Academy uses a tracking system that allows all staff to input data relating to a student's learning and conduct throughout the day, term, and year. Behaviour in need of action will then be extracted from the tracking system by student support and appropriate interventions applied to aid positive behaviour change. All data collected will support Unified Academy in updating risk assessments, detailing student support plans, and informing relevant colleagues within the school community. It is paramount that both positive reinforcements and behavioural incidences are recording in a timely manner to ensure effective action. It is vital that all recordings are factual and use professional judgment so that trends in behaviour can be identified and interventions reflect the positive action for change needed.

The Schools Positive action and Relational Policy will be reviewed termly to assess its effectiveness across the whole school community.

Suspension and Positive Action Plans for Reintegration

Unified Academy does not believe suspensions are the most effective strategy for support students within our school community. As detailed in our vision statement, it is our objective to provide a safe, stimulating, and nurturing environment in which all members of our community are given the best opportunity to succeed. Our Positive action step will identify the necessary measures that will need to be adopted to support students with behaviour adaptations prior to any suspension consideration by the Senior Leadership Team.

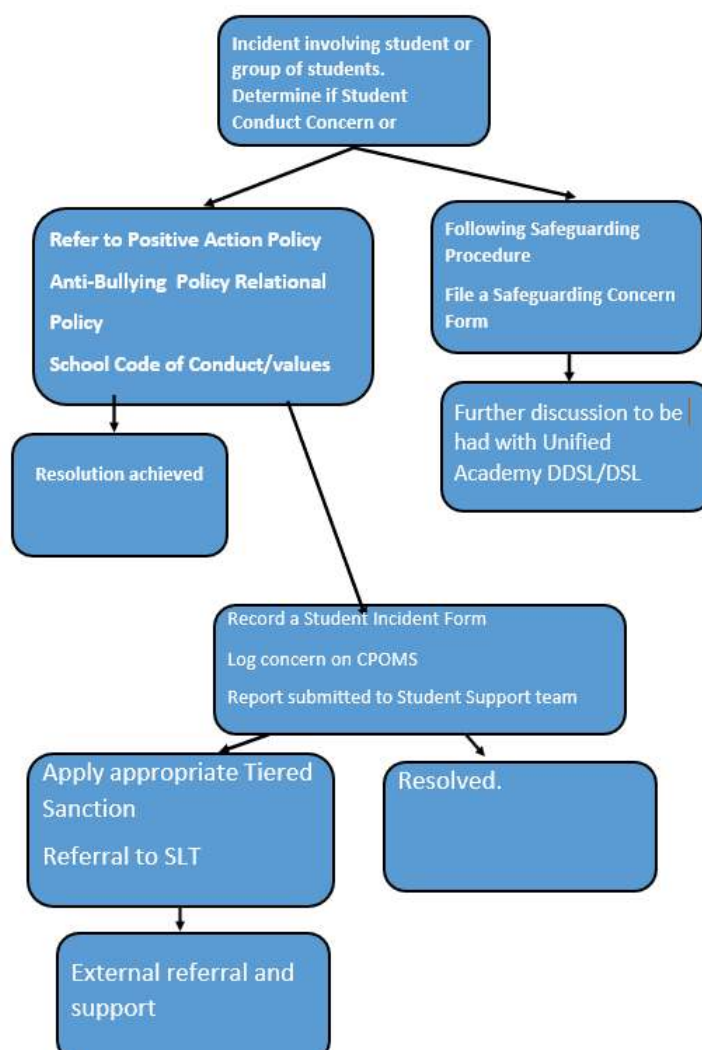
Suspensions will be a last resort and will only be used to support behaviour change. Suspensions will be under the direction of the Senior leadership team and prior to any suspension a suspension board will be called. Staff will use the student reporting system to detail all other strategies and assess their effectiveness with Senior Leadership team before any suspensions are discussed. As a school community it is paramount that all channels of support and positive action steps have been exercised in order to best support the students.

Suspensions will be the last step in Unified Academies graduate approach to managing student behaviour. Suspensions will be under the direction of the Senior Leadership team and will be granted in exceptional circumstances without review in incidences which the student's level of severity of risk is the most appropriate course of action.

Unified Academy will follow the statutory guidance as detailed in the Education Act.

Unified Academy will support all students with a reintegration programme on their date of return to the school community.

Reporting Procedure



Anti-Bullying Policy

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community." (DfE, 2007).

Unified Academy is committed to preventing bullying from happening between children and young people who are a part of our school community or who take part in all aspects of our school day. Our community ethos Supporting each other achieving together seeks to provide a safe and stimulating environment in which all students are able to feel safe and flourish academically and socially. It is our goal to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.

We seek to work compassionately with all individuals involved and ensure that we can provide the appropriate support for all individuals so that bullying is address and safety measure implemented as the earliest possible stage. As a community it is important to us that appropriate information is supplied to all staff, volunteers, children, and their families about what we should all do to prevent and deal with bullying. This policy statement applies to anyone working on behalf of Unified Academy and will, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students. We as a community are committed to eradicate any form of bullying.

What is Bullying?

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can constitute any one or a combination of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by students, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice.)

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Unified Academy will identify bullying by creating an environment in which students feel they are able to report any incidents. Staff will act sensitively when dealing with implications of bullying both for the alleged victim and perpetrator and to have a thorough reporting, monitoring, action and resolution system.

Our community recognise that victims of bullying do not always feel confident or safe to speak out and it is therefore the responsibility of all adults in our community to respond and support students at any signs of bullying. Children may indicate that they are subjected to bullying through several behaviours, but these indicators are not limited to any one and staff should be extra vigilant on all student interactions to uphold the safety and wellbeing of our students.

Students who experience bullying may:

- be resistant or unwilling to attend classes, recreational time, or school
- be frightened to enter or leave school or struggle with transitions of the day where supervision is more limited
- be withdrawn, isolated or distressed
- show signs of aggression, disruption, self-harm
- excuse rough play as 'play fighting' or peer dominance
- be reluctant to share incidents with staff.

Unified Academy aims:

- to prevent, de-escalate and/or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate, and consistent way;
- to safeguard the student who has experienced bullying and to trigger sources of support; and
- to apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Preventative Action

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include:

- effective school leadership that promotes an open and honest anti-bullying ethos
- use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out
- use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying, e.g. Anti-Bullying Week in November of each year
- whole school assemblies
- student surveys
- poster campaigns
- improved supervision in potential problem areas
- peer mentoring and Buddy Schemes
- assertiveness training
- review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school
- practising skills such as listening to each other - respecting the fact that we are all different - making sure that no one is without friends - dealing with problems in a positive way - checking that our anti-bullying measures are working well

- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
- putting clear and robust anti-bullying procedures in place making sure our response to incidents of bullying considers: - the needs of the person being bullied - the needs of the person displaying bullying behaviour - needs of any bystanders - our school community as a whole
- reviewing the plan developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Responding to Bullying

The following disciplinary steps may be taken:

- Official warning and immediate challenge to bullying
- Exclusion from certain areas of the school premises or certain activities
- Tutor meetings, Parental meeting, Restorative meeting if appropriate
- Timetable modification and learning focus
- Opportunities to teach and reteach about peer on peer bullying
- Opportunities to teach about all forms of bullying
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
- Internal fixed term suspension
- External fixed term suspension
- Permanent exclusion

Monitoring and Evaluation

Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Senior leadership team for student support.

Support staff to identify and tackle bullying appropriately.

Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.

To learn from anti-bullying good practice elsewhere and utilise the support of the Anti-Bullying alliance and relevant statutory/voluntary organisations when appropriate.

Classroom reminder chart

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Point of Contact at Unified Academy

Nominated Anti-Bullying Lead Name:

Reece Nicholls Senior Leadership Student Support

Steve Waller Student Support Lead

Senior lead for Safeguarding:

Stacey Hunter DSL

NSPCC Helpline 0808 800 5000