Corby Business Academy

Unit Provision

Positive Intervention and Behaviour Policy

Reviewed September 2022

1. Rationale

The governors and staff at Corby Business Academy within the unit provision believe that every student has the right to learn in a calm, safe and caring environment. We strive to ensure that all students have the social and emotional skills to be successful when they leave school. We believe that all children feel more secure and learn more successfully when clear boundaries, based on high expectations, are set for their behaviour. This is particularly crucial when working with students with learning difficulties who need consistency and clear, unambiguous messages in order to understand what is expected of them.

It is our belief that rewards are preferable to the use of sanctions when working to modify challenging behaviour; however, we also recognise that there will be times when sanctions will be a necessary strategy to be used and implemented.

2. Legislation and Statutory Requirements

This policy is based on advice from the department for Education (DfE) on:

Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
Behaviour in schools - GOV.UK (www.gov.uk)
Searching, screening and confiscation at school - GOV.UK (www.gov.uk)
Use of reasonable force in schools - GOV.UK (www.gov.uk)
Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

It is also based on SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) and keeping-children-safe-in-education--2

3. Aims & Objectives

All students are expected to:

- Take responsibility for their own behaviour choices
- Reflect on the impact that their behaviour has on themselves and others
- Show care and consideration towards others and to be tolerant and respectful of individual differences, beliefs and opinions

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- Respect each other's personal space
- Work hard and to the best of their ability
- Listen carefully whilst others are talking
- Be polite to each other
- Look after personal belongings
- Take care of the school environment
- Show safe behaviour

All staff are expected to:

- Provide praise and encouragement for students; offer challenge and highlight achievements
- Use rewards to build positive self-esteem and show approval of desired behaviour
- Give immediate feedback on good behaviour and to reward evenly and fairly all students across the unit as appropriate
- Differentiate lessons according to individual needs
- Be sensitive to the individual learning style of each student
- Have knowledge and understanding of individual students needs as set out in their Educational Health Care Plans
- Be clear and consistent when managing behaviour of students' whilst remaining non-confrontational
- Make explicit, in a constructive and positive way, the behaviour expected of students to help them identify and label safe and unsafe behaviours
- Follow the staff Code of Conduct
- Provide support and encouragement to each other in accordance with the policies and procedures of the school
- Undertake duties in a professional manner

4. Bullying

Within the Unit Provision at Corby Business Academy we feel that everyone has the right to feel safe all of the time and that we have a responsibility to create and maintain a safe and secure environment for students and adults. All incidents of bullying are dealt with very seriously. Staff are trained to identify possible signs and indicators of bullying and how to report concerns.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another person'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, 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.

5. Rewards and Consequences

5.1 Rewards

We endeavour to create a climate which has a positive effect on students learning and behaviour. We believe that it is important to celebrate students' successes/achievements as this will nurture their self-esteem, motivate and encourage positive behaviour.

Rewards include:

- Positive praise through body language - smile, nod, thumbs up, wink
- House points & gold stars
- Certificates at the end of the week
- Sharing work with class or during the weekly assemblies
- Sharing work with unit leaders/head teacher
- Phone calls home
- Display work
- Rewards are also earned for showing the core value of the week e.g. kindness
- End of term house reward trips

Consequences

We accept that however much we emphasise the positive nature of our philosophy it remains likely that we will need, at times, to use a range of consequences. It is important for our students to clearly link a specific behaviour with a consequence. It needs to be a consequence which makes sense to the student. Staff will be mindful that each student will

be treated as an individual and if consequences are needed they will be consistent with the students' positive intervention plan/one-page profile.

The following are examples of the respective consequence for an action:

Behaviour	Consequence
Hurting another student	Remind the child that one of the rules is to be kind. Encourage student to apologise. Use of restorative approach.
Disruptive behaviour	Follow student's behaviour plan and ensure disruption is kept to a minimum for the rest of the students. Time out/work station or remove the rest of the class. Once student is ready to learn they will need to complete the work when calm.
Running in the corridors	Students should return and repeat the walking process and be praised appropriately for efforts made

5.2 Offsite behaviour

Consequences may be applied where a student has shown unsafe behaviour off-site when representing the academy, such as on a trip. Students may be excluded from attending a trip as part of a risk assessment for themselves, staff, peers and/or members of the public.

5.3 Allegations against members of staff

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher/unit leaders will follow up with the student in accordance with this policy.
Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against a member of staff for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct.

6   Serious Incidents of behaviour

6.1 Serious incident of behaviour of are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Harmful sexual behaviours, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possessions of any prohibited items including:

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

6.2 Exclusions

In exceptional circumstances it may be deemed necessary to consider exclusion and follow our exclusion policy.

7   Managing Behaviour

7.1 Classroom Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct in the classroom
- Promote and model a range of strategies to support students to show safe behaviours including Protective Behaviours and Restorative Approaches to resolving conflict as detailed in this policy.
- Develop a positive relationship with pupils, which may include:
➢ Greeting pupils in the morning/at the start of lessons
➢ Establishing clear routines and boundaries
➢ Communicating expectations of behaviour in ways other than verbally
➢ Highlighting, promoting and modelling safe behaviour
➢ Concluding the day/lesson positively and starting the next afresh
➢ Having a plan for dealing with low-level disruption
➢ Using positive reinforcement
➢ Using positive language
➢ Building a relationship and getting to know each student and the support they need to be successful

7.2 Reasonable Force

All academy staff have authority to use reasonable force to prevent students committing an offence, injuring themselves or others and damaging property and to maintain good order and discipline in the classroom (or other learning environment). The DfE guidance, Use of Reasonable Force, will be followed at all times.

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Incidents of physical restraint must:

- • Always be used as a last resort
- • Be applied using the minimum amount of force and for the minimum amount of time possible
- • Be used in a way that maintains the safety and dignity of all concerned
- • Never be used as a form of punishment
- • Be recorded and reported to parents

7.3 Searching and screening students

This is conducted in line with the DFE's latest guidance on [Searching, screening and confiscation at school - GOV.UK (www.gov.uk)](#)

7.4 Student Support

The academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated and personalised to cater to the needs of the student.

Through our in-depth knowledge and understanding of each student we ensure that we meet their physical, social and emotional needs in order to maximise their potential for academic learning.

Unit staff will work with students, staff, families and outside agencies to support a student who exhibits challenging behaviour to determine whether they have any underlying needs that are currently not being met. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the positive behaviour plan and review it on a regular basis.
Where necessary, support and advice will be sought from our Student Care Team, Specialist Practitioners, Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs.

8. Approaches to managing behaviour

Within the unit provision at Corby Business Academy we have arrange of approaches and strategies which support students to understand expectations, identify and label their emotions and feelings and to reflect on their own behaviour choices as detailed below:

8.1 Minimal language

Staff within the unit recognise where minimal language is needed for the students understanding; by just using key words.

8.2 Positive Behaviour plans & One Page Profiles

Every student in the unit has a One Page Profile and also where a need is identified a Positive Behaviour Plan; this gives details on strategies and interventions that can be made with a specific student to promote acceptable behaviours and alert staff to potential triggers or anxieties. Plans are sent home for parents to sign and are reviewed at the beginning of each academic year or as required throughout the year.

8.3 Safe space

Within the unit we have a purpose-built safe space. This can be used for the following:

- A low stimulation area for students to spend 'time out' in (where door is fully open)
- Sensory exploration where a door can be shut half way i.e. for students that like to roll around, to relax or to regulate themselves
- In more extreme cases safe spaces can be used for students who have gone into crisis; at this time students can take themselves there and will be supported and monitored by a member of staff at all times. This will always be written into a positive behaviour plan if being used as a strategy and signed by parents. Each use will be recorded.

8.4 Protective Behaviours

Protective Behaviours (PBs) provides a framework for personal safety, self- esteem, resilience and confidence building. It is an internal process where each person applies the ideas to their own unique experience. It encourages self-empowerment and brings with it the skills to avoid feeling unsafe. This is achieved by helping students to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

There are two themes which are explicitly taught to all students and revisited on a regular basis.

"We all have the right to feel safe all of the time"

"We can talk with someone about anything even if it feels awful or small"

All students are supported to have a network of support which identifies adults in school and at home who they can talk with if they are feeling unsafe. Students produce this in the form of a 'helping hand' and these are displayed as a visual reminder.

Students are taught to recognise their own signs when they are beginning to feel unsafe and these are known as 'early warning signs'. Students identify physical feelings such as butterflies in their tummy, heart beating faster and clammy hands. This supports students

to be able to self-regulate and this in turn increases their emotional literacy. Protective behaviours use the language of safety and refers to all behaviours as 'safe' or 'unsafe'.

8.5 Restorative Approaches

We believe that by using a Restorative Approach we are giving students the skills to independently make better and more informed choices in the future. Restorative approaches encourage students to think about how their behaviour affects others, both students and staff. It helps them to develop respect and responsibility. If a student in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has shown unsafe behaviour they will be asked to put things right and change their behaviour so it does not happen again. The aim is for a Restorative Approach to allow ALL parties to have their say AND be listened to.

About Restorative Language:
When our students find themselves in conflict or upset we will ask them:
What happened?
What were you thinking at the time?
What were you feeling at the time?
Who has been affected?
What needs to happen to put it right?

We might also say to our students:
What would you do differently next time?
How do you think you would you feel if this happened to you?

Most situations can be dealt with by working through these questions. The aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative process: Restorative processes bring those harmed by conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward

Dialogue with your students: Having a reflective and restorative dialogue with students is a powerful way to communicate and repair the harm that has been caused.

Debrief: Students and Staff may need a period of time to debrief after an incident has happened. This may be in the form of some quiet time out or a conversation with another member of staff such as the wellbeing team /unit managers.

9. Zones of Regulation

The Zones of Regulation uses **four colours to help students self-identify how they're feeling** and categorise it based on colour.

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The curriculum also helps students better understand their emotions, sensory needs, and thinking patterns.

They learn different strategies to help them cope and manage their emotions based on which colour zone they're in.

The Green Zone
The Green Zone means you're feeling calm and alert, or "*just right*".
Being in the green zone means you are calm, focused, happy, relaxed, or ready to learn.

The Yellow Zone
The yellow zone describes when you have a **heightened sense of alertness.** This isn't always a bad thing, and you still have **some control** of your actions when you're in the yellow zone. Being in the yellow means you may feel frustrated, anxious, or nervous. But, it could also mean you're feeling excited, silly, or hyper – **which is okay in the right situation**

The Red Zone
The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions.

This is the zone students are in during meltdowns.
Being in the red zone means you're out of control. You could be feeling many things, such as, anger, rage, terror, or complete devastation.

The Blue Zone
The blue zone, on the other hand, is used when a person is feeling *low states of alertness or arousal.*
When you're in the blue zone you may be feeling down – **sad, sick, tired, or bored**. You're still in control, as you are in the yellow zone, but with low energy emotions.

10. Monitoring Arrangements

This policy will be reviewed by the Unit Leadership team every 2 years or as required by legislation changes. The policy will be approved by the headteacher.

11. Training

Unit staff are provided with training on managing behaviour and positive intervention as part of their induction process. Behaviour management also forms part of continuing professional development.

Should staff wish to further improve their behaviour management and require support to do so, they should speak to their line manager to request coaching/mentoring support.

12. Links with other Brooke Weston Trust policies

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- ➢ Safeguarding Policy
- ➢ Single Equality Policy
- ➢ Positive Behaviour for Learning Policy
- ➢ Student care & Welfare Policy