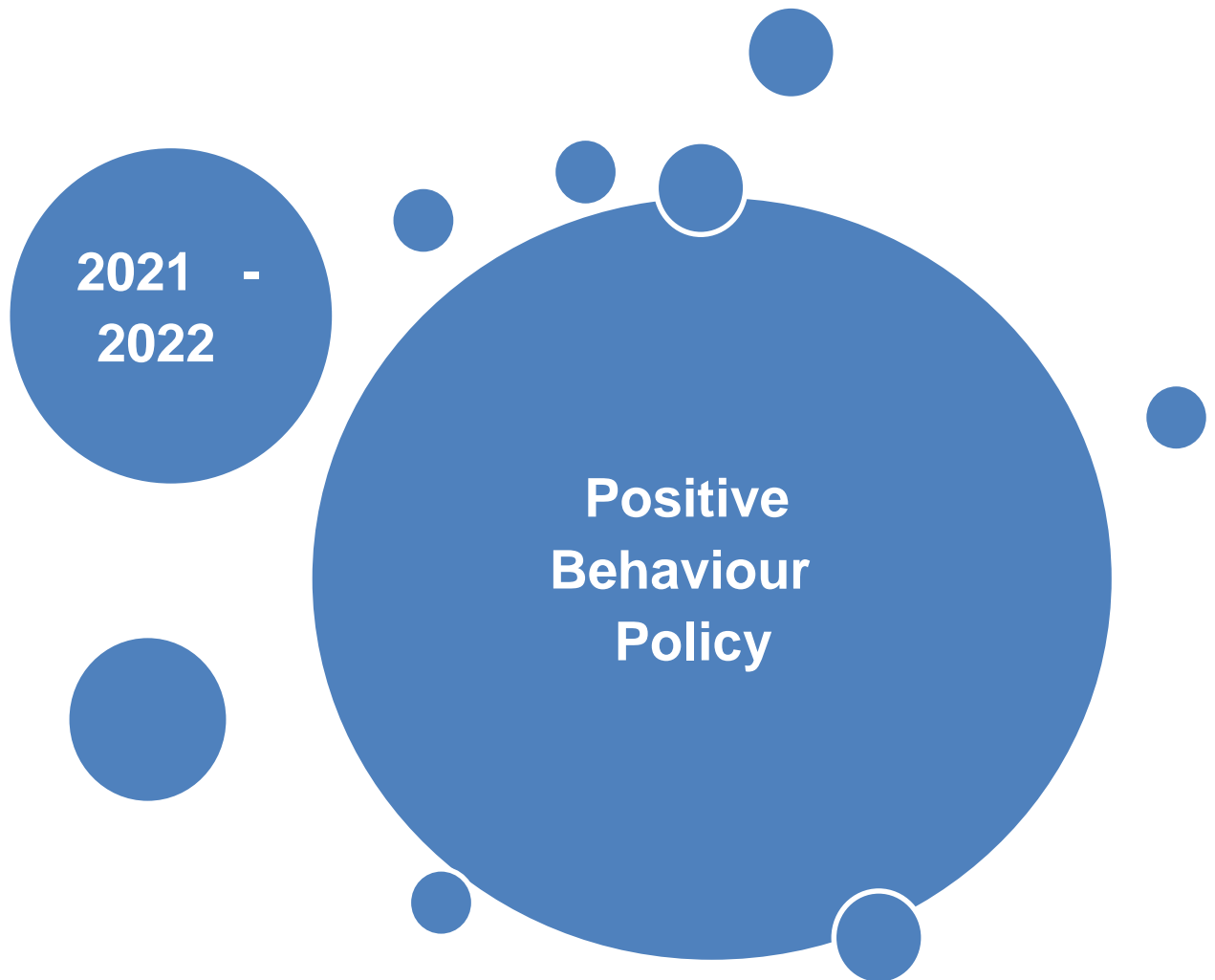


The ContinU Plus Academy





The ContinU Plus Academy

Positive Behaviour Policy



The ContinU Plus Academy (CPA) is committed to removing barriers to learning and supporting our students into further education or the workplace. Providing a high quality teaching and learning environment, we meet the individual needs of our students (social and personal) and enable effective learning in a safe and respectful environment. Everyone in our school is expected to behave reasonably, accepting responsibility for their actions and we should all encourage others to do the same.

Our **Positive Behaviour Policy** is a clear and simple code of conduct for staff, students and parents/carers that:

- Outlines appropriate and acceptable behaviour;
- Positively reinforces these behaviours;
- Promotes self-esteem and self-discipline;
- Teaches appropriate behaviour through positive interventions.

This Policy is in addition to the Home-School Agreement signed when joining the CPA (*App1*).

RAISE for expectations

All students at the CPA can and should do well. Students are monitored daily through RAISE point sheets and are rewarded on a daily, weekly, half termly basis. Their pathway to success is supported by the RAISE system, a heavily structured behavioural system that scaffolds all school life.

RAISE stands for following expectations:

Respect:

- Always respect yourself and others
- Eat and drink in appropriate places
- Be aware of personal space
- Show care and consideration towards other people
- Don't disrupt other people's learning
- Treat others as you wish to be treated
- Wear uniform and dress appropriately
- No speakers/music
- Look after our building, displays and equipment
- Say please and thank you
- Listen to staff

Achievement of goal:

- Complete tasks/targets in class to the best of your ability
- Stay for the whole session
- Contribute to the lesson
- Give an appropriate opinion to the work
- Take pride in your work
- Respond positively to staff feedback
- Learn/recall a new skill ●
- Develop learning

Inappropriate Language:

- Appropriate language should be modelled
- Prejudice language including but not limited to; sexually inappropriate, racial and/or discriminatory language, will not be tolerated

Self-Control:

- Follow all CPA rules
- Respect our environment
- Have pride in the presentation of your work
- Listen to others and expect to be listened to
- Follow classroom rules for 'Health & Safety'
- Be in the right place at the right time
- Keep hands, feet, objects and personal comments to yourself

Effort:

- Outstanding attendance
- Outstanding punctuality
- Try your best
- Stay on task in class
- Never give up... We will work it out

When a student leaves a lesson and refuses to return without a valid reason, they could receive a phone call to parents/carers and the Behaviour Team will log it. If a student still refuses, then this can result in being; internally excluded or educated offsite the following day if appropriate or possible.

Behaviours that prevent students doing well and those behaviours that could result in suspension or review of the placement are:

- Verbal or physical abuse of staff and/or other students.
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions;
- Bullying - physical, verbal, cyber or emotional.

- Sexual harassment of any kind.
- Prejudice on grounds of race, age, gender sexuality, disability and others.
- Carrying an offensive weapon.
- Use, sale or in possession of alcohol or other mood changing drugs during the school hours, on and offsite.
- Deliberate damage to or theft of property.
- Smoking in and around the school building/site.
- Refusing to leave the premises when asked to do so.
- Gambling.
- Single serious incident.
- Please see school's Admissions Policy and DfE guidance; Exclusion from maintained schools, academies and pupil referral units in England on www.gov.uk

The school expects teachers to:

- Set work that is interesting, relevant and appropriate to the student's abilities. Maintain high expectations of the students.
- Recognise and reward positive behaviour using the school systems. Model appropriate behaviour.
- Provide positive feedback about student's efforts and achievements. Treat students with fairness and respect at all times.

The school expects parents/carers to:

- Support the CPA's policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify the CPA of any factors which may affect the behaviour of their son/daughter. ○ Support their son/daughter by attending regular reviews, open days and meetings.
- Be aware of and support the CPA's 'Positive Behaviour Policy'. ○ Support the CPA pre-admission in the completion of a Student Passport and SDQ in order to provide effective individualised support for each students' learning.

Staff Guidelines

Inappropriate behaviour is likely to occur if students experience lack of purpose or structure and are presented with the opportunity to misbehave or are struggling with external factors unrelated to school. Staff can limit the opportunity of potentially damaging situations arising.

Staff should aim to create a calm atmosphere that is conducive to work and learning in their own lessons, others and throughout the day by:

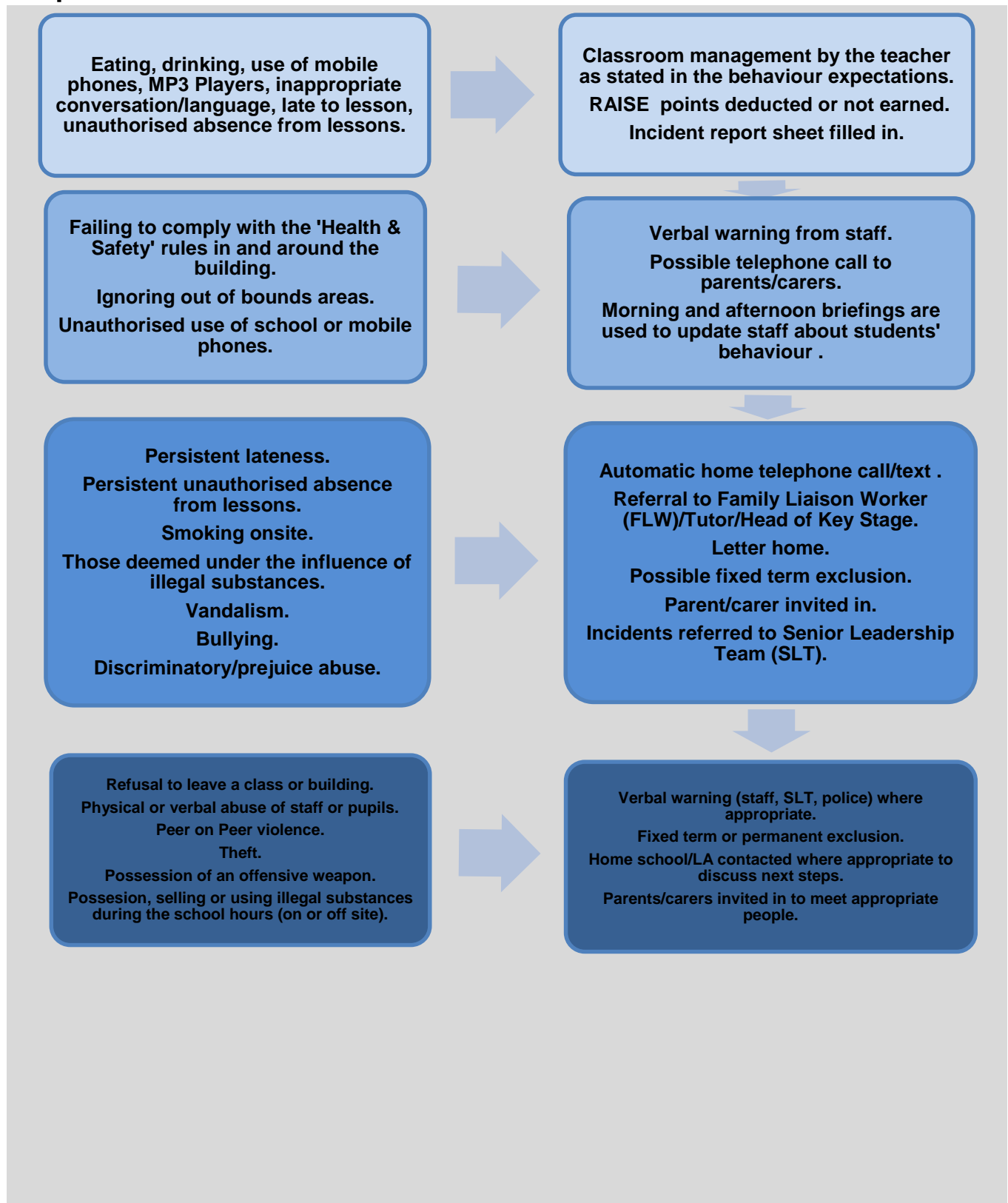
- Planning differentiated learning experiences that are relevant to the students' academic and social needs.
- Offering varied tasks that are sufficiently challenging and achievable.
- Demonstrating flexibility where planned activities fail to engage Teaching
- with appropriate pace; ensuring a clear sense of progression.
- Set clear learning outcomes, attainable in the time available.
- Model tasks clearly with explicit success criteria.
- Encourage students by offering appropriate praise, help and explanations where necessary.
- Monitor progress.
- Correct errors in ways that emphasise the learning opportunities they present.
- Give personal feedback to students on all progress made academically and socially.

The recognition of achievements is important. Reward learning and endeavour by:

- Using spontaneous praise.
- Informing staff and peers of progress in the student's presence. Asking
- the student to share their work with others.
- Collecting important pieces of work for student achievement portfolios.
- Displaying work prominently and attractively.
- Providing extra-curricular activities.
- Informing parents/carers of positive experiences and achievements.

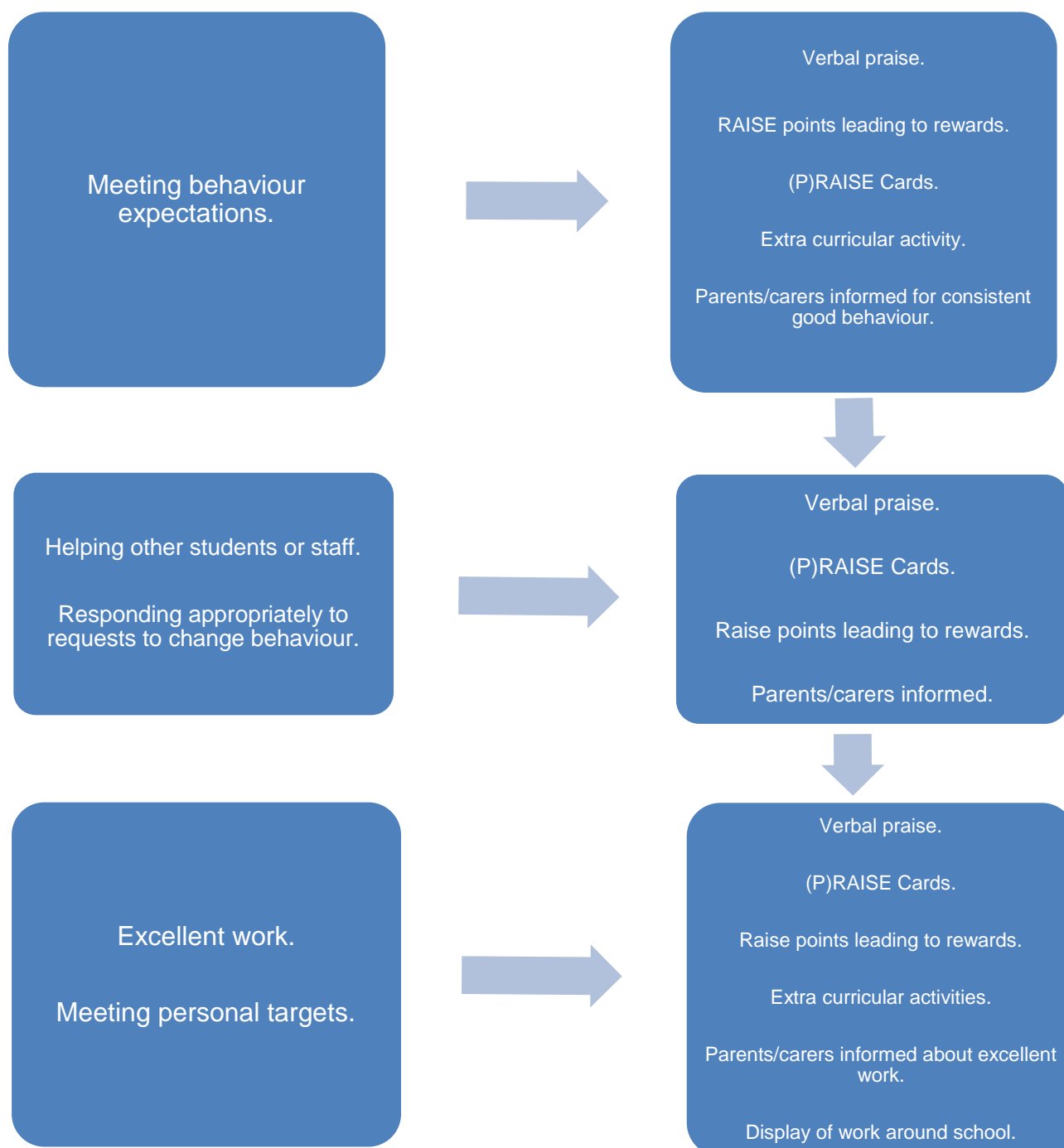
It is always preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of life, both academic and social.

Responses to Poor Behaviour



RAISE Rewards Policy

The ContinU Plus Academy rewards good behaviour. The behaviour expectations below form the basis of our RAISE Rewards Policy. Each week we select an expectation from our list and reward students for meeting that expectation. Students will also have personal targets that they set with staff, mentor or tutor. Students should make sure that they have agreed their targets at the beginning of each week. The CPA's responses to good behaviour are;




RAISE points

We reward students by awarding RAISE points. These points are recorded on a card that the student carries with them to each of their lessons, tutor time, enrichment, interventions, mentoring and assembly. Each tutor group is named after a country beginning with the letter C, P or A.

RAISE Points

Students can earn RAISE points in every lesson that they attend. A maximum of 10 points can be given in any lesson plus two additional points dependent upon the focus for that week:

RAISE			Date :	Inappropriate Language
Lesson/Subject	RAISE	Points loads of them		
Tutor Time 08:50-09:00	Respect (1)			
Comments:	Achievement of GOAL (1)			
	Inappropriate Language (1) +1			
	Self-Control (1)			
	Effort (1)			
Signed:	TOTALS:			
Lesson 1 09:00-10:00	Respect (2)			
Comments:	Achievement of GOAL (2)			
	Inappropriate Language (2)+2			
	Self-Control (2)			
	Effort (2)			
Signed:	TOTALS:			
Lesson 2 10:00-11:00	Respect (2)			
Comments:	Achievement of GOAL (2)			
	Inappropriate Language (2)+2			
	Self-Control (2)			
	Effort (2)			
Signed:	TOTALS:			
Lesson 3 11:20-12:20	Respect (2)			
Comments:	Achievement of GOAL (2)			
	Inappropriate Language (2)+2			
	Self-Control (2)			
	Effort (2) +2			
Signed:	TOTALS:			
Lesson 4 12:20 - 1:20	Respect (2)			
Comments:	Achievement of GOAL (2)			
	Inappropriate Language (2)+2			
	Self-Control (2)			
	Effort (2) +2			
Signed:	TOTALS:			
Enrichment 1.45-2.45	Attended Session			
Tutor Time 2.45 - 2.55	Respect (1)			
Comments:	Achievement of GOAL (1)			
	Inappropriate Language (1)+1			
	Self-Control (1)			
	Effort (1)			
Signed:	TOTALS:			
Afternoon Total:				
Percentage:				





Name;

Albania

Points are logged and tracked by form tutors and rewarded on a daily, weekly, half termly basis. Each area of behaviour is monitored and interventions are focussed on key areas of need.

RAISE Incident Report Form

At the CPA behaviour deemed by staff to be significant is recorded using the RAISE incident reporting sheet and discussed in afternoon staff briefings. The incident report form records the following information:

 The ContinU Plus Academy  <div style="clear: both;"></div> <h1 style="margin: 0;">R A I S E</h1> <p style="font-size: small; margin: 0;">(circle <u>one</u> as appropriate)</p> <h2 style="margin: 0;">Incident Report Form</h2>		
Name of Pupil: Day: Subject: Location/s of Incident: Witnessed by:	Date: Staff: Pupils:	Name of Person Reporting: Time of Incident: Incident Level: 1. Successfully de-escalated 2. Discuss at briefing 3. Discuss with SLT
Description of Incident:		
Issues affecting pupil at present: <ul style="list-style-type: none"> • • • • 	Possible triggers in school: <ul style="list-style-type: none"> • • • • 	

CPA - FORM - Incident Report (IR) OCT2021 (Blue)

CPA FORM Incident Report (IR) OCT2021 (Blue)

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ContinU Plus Academy - Serious Incident Report Form		
Name of Pupil: Day: Subject: Witnessed by: 	Date: Staff: Pupils: 	Name of Person Reporting: Time of Incident: Location/s of Incident:
Description of Incident:		
Issues affecting pupil at present: <ul style="list-style-type: none"> • • • 	Possible triggers in school: <ul style="list-style-type: none"> • • • 	

CPA - FORM - Serious Incident Report (SIR) OCT2021 HFD (Green)

<p>Criteria by which PHS was used:</p> <ul style="list-style-type: none"> A) Pupil in danger of hurting self B) Pupil in danger of hurting others C) Pupil in danger of causing significant damage to property D) Pupil in danger of committing a crime E) Pupil disrupting the good order of the school 	
PHS Used:	Staff Involved:
<p>Were any injuries sustained during the incident or during PHS? Yes No</p>	
<p>If yes, who to:</p> <ul style="list-style-type: none"> A) Pupil (please complete Pupil Injury Form and inform First Aider and Parents/Carers) B) Self (please complete an Accident Form) C) Both (ensure both are documented as detailed above) 	
<p>Attempts of de-escalation used:</p> 	
<p>What could you do differently if this incident happened again:</p> 	
<input type="checkbox"/> Bullying <input type="checkbox"/> Peer on Peer <input type="checkbox"/> Harmful Sexual Behaviours	<input type="checkbox"/> Homophobia <input type="checkbox"/> Racism <input type="checkbox"/> Sexism
<p>How did you know the incident had finished?</p> 	
<p>Signed (Reporting Staff): _____ Date: _____</p> <p>Comments/Actions (phone call/report/letter home):</p> <p>Signed (SLT): _____</p>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Report form Information RAG rated : </div>	

CPA - FORM - Serious Incident Report (SIR) OCT2021 HFD (Green)

The purpose of the incident forms is two-fold:

- 1) It is a tool with which to de-brief people after any sort of incident in order that everyone can learn from mistakes or oversights.
- 2) It can be used to identify patterns of behaviour over a period of time.
- 3) A method for staff to gain more information and knowledge about students.

The incident forms are not intended to replace the statutory requirements when incidents or accidents occur. It is meant to be a useful tool to help us analyse behaviour.

Completing incident forms:

- 1) Record the information in full; for example including date and time of day as this can reveal patterns; for example, an aversion to Mondays.
- 2) Staff should ensure that all those present during the incident are listed - as this can be useful as it is not always those most closely involved who trigger or exacerbate an event.
- 3) Incidents are logged and discussed in accordance to the level of behaviour at afternoon briefings.
- 4) In most cases the staff will be able to make decisions about outcomes (e.g. discussed with student or deducted raise points) and mark the incident as resolved. Where members of staff feel unable to resolve an incident it should be marked for the attention of SLT.
- 5) Follow up phone calls will normally be made by the staff member involved, SLT or ELT where necessary.

Occasionally, following an incident where a student has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Staff member should indicate that a debrief is required and their line manager will follow this up. This statement suggests a method of repairing or improving relations. Its purpose is:

To mediate between a member of staff and a student when the relationship has broken down:

This should happen at the earliest convenient time e.g. break time, lunchtime, after the student has had sufficient time to “cool off” and is able to talk about what has happened. If appropriate the “on call” staff may provide temporary cover.

Non Academic Interventions

Anger is often at the root of dysfunctional behaviour in schools and interventions can be of practical help in difficult situations. Anger is often the “fight” response to a perceived threat and can be used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion. Although we cannot control all the frustrations and pent-up emotions of students, we can equip them with the skills to express anger effectively. These ideas may help to avoid the

“hit and hurt” culture:

- Do not greet a student’s anger with the adult’s own. A student that has lost or is losing control needs the adult to be calm and rational.
- Never go from cold to hot. Students need to be able to track the adult’s displeasure at their behaviour. Therefore, the adult needs to be specific, not general, in reprimands.
- Students should be offered the chance to talk to the adult with regard to their feelings and given the opportunity to engage their emotions through the work they do in the staff member’s lesson(s).
- Encourage students to recognise their own positive behaviour.
- Give genuine praise that is specific and targeted as much as possible.
- Think about how students gain the staff member’s attention in lesson(s). Be sure that the student knows that good social behaviour will be noticed.

Preventative Measures

Much of the time-wasting in lessons stems from students interactions with each other. Many teachers find it useful to devise agreements with their students about the way in which they should communicate. The start of an academic year is a particularly good time to discuss this with students. Teachers could agree “rules” relating for example to the way that students:

- Speak to each other and to the teacher;
- Sit;
- Listen;
- Move around the room.

However, it is imperative to be mindful to the way in which the agreements are phrased, for example, the word “listen” carries a more positive message than “do not talk”.

Teachers are often able to establish very early on who in their classes is most likely to cause disruption. This predictability can be tedious, however it does offer teachers the scope to anticipate bad behaviour, distract the miscreant and praise at the earliest opportunity. All these approaches are preventative tools that can help to pre-empt the persistent low-level, poor behaviour that is a source of such stress for many in the profession.

Keeping up the Momentum:

Teachers are guardians of a students' right to learn, however the deal cuts both ways, with students being guardians of the teachers' right to teach. Having agreed with the students the expectations that the teacher has, it is imperative that the teacher does not relax the expectations. Consistency will breed stability and security. When building relationships with students (and remember this can be done as effectively outside the classroom as it can be inside) mutual respect is a key to success.

While students are in the classroom the teacher has to work with them as a team, if the teacher is to teach and the students are to learn. Motivating students to appreciate this fully can help to prevent indiscipline. These ideas may work for the teacher:

- *When appropriate offer students some choice over what they do in the lesson(s);*
- *Think of ways of teaching through the interests of the students. This necessarily involves getting to know what is motivating and inspiring them at any time - knowledge that can be extremely useful anyway.*

If all else has failed:


Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is not intended to be a personal insult. It is almost always connected to other factors impacting the student's life and it can be useful to tell them that, as a member of staff, you appreciate that. These ideas could help:

- *Do not get into a debate about a student's behaviour during the lesson. Instead, arrange a time when the behaviour can be discussed and how it can be avoided in the future. Public discussions may be interpreted as public humiliation.*
- *Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship.*
- *Be utterly consistent in the rules and delivery of consequences.*
- *Agree a plan for positive change in the future. The next time that the student is taught, take a minute to recap on the agreement and reiterate the desire to help them to succeed.*

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.

Behaviour Induction

At the CPA everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same. It will help assist in understanding how the CPA will respond to student's behaviour.



The ContinU Plus Academy

You have the right to learn in safety and with respect

↓

Reminder

Warnings

Use on call

Talk about behaviour later

- **Be Ready:**
 - Be on time.
 - Wear uniform and dress appropriately.
 - Eat and drink in appropriate places.
 - Hand in mobile phones and internet enabled devices at reception on entry to school.
- **Be Respected:**
 - Listen to others and expect to be listened to.
 - Use appropriate language.
 - Keep hands, feet, objects and personal comments to yourself.
 - Look after our building, our displays and our equipment.
 - Stay for the whole session.
- **Be Safe:**
 - Follow classroom rules for 'Health & Safety'.
 - Be in the right place at the right time.

The CPA will always try to deal with behaviour in school. Each week the CPA will focus on a particular behaviour and reward students for meeting the CPA's expectations. If we find it necessary to contact the parents/carers it is because all efforts to engage the student have failed and their behaviour has been completely unreasonable.

When does the CPA Exclude or Review Placements?

- Verbal or physical abuse of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- Bullying - physical, verbal, cyber or emotional;
- Sexual harassment of any kind;
- Prejudice on grounds of race, age, gender, sexuality, disability and others;
- Carrying an offensive weapon;
- Use, sale or in possession of alcohol or other mood changing drugs during the school hours on or off site;
- Deliberate damage or theft of property;
- Smoking in or around the school building/site;
- Refusing to leave the premises when asked to do so;
- Gambling;
- Single serious incident;
- Please see school's Admissions Policy and DfE guidance; Exclusion from maintained schools, academies and pupil referral units in England on www.gov.uk

The CPA Expects Parents/Carers to:

- Support the CPA's policy on attendance and punctuality by notifying the school of any absences or lateness;
- Notify the CPA of any factors which may affect the behaviour of their son/daughter;
- Support their son/daughter by attending regular reviews, open days and other meetings;
- Be aware of and support the CPA's 'Positive Behaviour Policy'
- Support the CPA pre-admission in the completion of a Student Passport and SDQ in order to provide effective individualised support for each students' learning.

Parents/Carers can Expect Teachers to:

- Set work that is interesting, relevant and appropriate to students' abilities;
- Maintain high expectations of the students;
- Recognise and reward positive behaviour using the school systems;
- Model appropriate behaviour;
- Provide positive feedback about students' efforts and achievements;
- Treat students with fairness and respect at all times.

A copy of the Positive Behaviour Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created:	December 2021
Member of Staff Responsible:	Luke Parrock (Pastoral Lead)
Review Date:	December 2022

Signed: 
(Staff member responsible)

Signed: 
(Headteacher)

Signed: 
(Chair of Governors)

App1

The ContinU Plus Academy

Home-School Partnership Agreement

**When does the CPA Exclude or Review Placements?**

- Verbal or physical abuse of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- Bullying - physical, verbal, cyber or emotional;
- Sexual harassment of any kind;
- Prejudice on grounds of race, age, gender, sexuality, disability and others;
- Carrying an offensive weapon;
- Use, sale or in possession of alcohol or other mood changing drugs during the school hours on or off site;
- Deliberate damage or theft of property;
- Smoking in or around the school building/site;
- Refusing to leave the premises when asked to do so;
- Gambling;
- Single serious incident;
- Please see school's Admissions Policy and DfE guidance; Exclusion from maintained schools, academies and pupil referral units in England on www.gov.uk

The ContinU Plus Academy**Expects Parents/Carers to:**

- Promote the value and importance of education;
- Support the ContinU Plus Academy's policy on attendance and punctuality by notifying the school of any absences or lateness;
- Encourage my child to be involved in both school-based learning and the wider opportunities provided, such as training and work experience;
- Notify the ContinU Plus Academy of any factors which may affect the behaviour or work of my child;
- Support my child by attending regular reviews, open days and other meetings;
- Be aware of and encourage my child to conform to the ContinU Plus Academy's 'Positive Behaviour Policy';
- Support the ContinU Plus Academy's pre-admission in the completion of a Parent/Carer Passport in order to provide effective individualised support for each student's learning.

Signature:**Date:**

.....
(Parent/Carer's)

Parents/Carers can Expect Teachers to:

- Provide a safe, caring and purposeful learning environment;
- Set work and provide a curriculum that is appropriate, interesting, relevant and appropriate to students' abilities;
- Offer wider learning opportunities to include vocational training and work experience;
- Invite students to take part in additional activities of a social, sporting and recreational nature;
- Provide opportunities for students to discuss matters related to school;
- Maintain high expectations of the students;
- Recognise and reward positive behaviour using the school systems;
- Model appropriate behaviour;
- Keep parents/carers informed about general school matters and provide positive feedback about their child's progress and achievements;
- Arrange parent/carers and information evenings during which work and progress may be discussed;
- Treat students with fairness and respect at all times.

Signature:

Date:

(Staff Member)

The ContinU Plus Academy Expects Students to:

- Attend the ContinU Plus Academy and other training opportunities regularly and on time;
- Conform to the rules of the ContinU Plus Academy and the Home-School Agreement at all times;
- Abide by the requirements and rules of other training providers;
- Always try to work to the best of my ability;
- When appropriate talk with staff about my progress or matters that are causing me concern.

Signature:

Date:

(Student)