

Achievement and Behaviour Policy

# CORITANI ACADEMY



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# A trauma informed behavior policy for students and staff at Coritani Academy

## 1.0 Policy statement

Coritani Academy strives to create a school community which is trauma informed. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos throughout the academy. We have developed a behaviour policy which supports relationship based education allowing students to thrive, both academically and in relation to their wellbeing.

## 2.0 Our aims

To ensure that all members of the school community feel safe

- To encourage relationships between all members of the school community that inspire excellence in learning and progress both socially and academically.
- To encourage students to develop respectful attitudes that allow them to take on board the thoughts and feelings of others
- To school students in communicating their thoughts and feelings, acknowledge that this is beneficial and so ready them for the future as inspiring adults.

## 3.0 Purpose of the behaviour policy

To provide guidance to staff and learners that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects our values and expectations of Inspiring excellence and being safe, respectful and ready.
- Monitored and evaluated as part of a plan-do-review cycle, with input from students, staff, responsible adults and governors.

## 4.0 Absolute Consistencies for Staff

Managing behaviour is the responsibility of all academy staff. The way in which we improve behaviour relies on our familiarity and understanding of the policy enabling us all to show consistency of practice. Our consistent response is outlined in appendix I.

At Coritani we will ALL be **visibly** consistent in:

- Greeting people when we see them in and around the Academy
- Dealing with negative issues privately – Praising publicly
- Remaining unemotional, positive and enthusiastic when dealing with students
- Audibly using the 3 rules (safe, respectful and ready) when dealing with student behaviour

Our actions will be consistent in:

- Giving first regard to best conduct
- Rebuilding relationships when incidents have occurred
- Being compassionate with people
- Being kind and polite
- Listening to people
- Helping colleagues and work as a team

We will not:

- Shout at people or raise voices to deal with behaviour except for when in an emergency
- Belittle students or use sarcasm or humour inappropriately or in a way that potentially causes offence. Points score with students
- Openly discuss students or adults where others can hear

All staff are expected to:

- Familiarise themselves with and use the policy and procedures to support students make progress through positive behaviour. This includes recording using Arbor and Class Dojo.
- Have the same expectations of all students and be consistent in response but persistent in following up of poor behaviour. Follow up personally where possible.
- Respond in a calm, stepped approach to incidents of poor behaviour using de-escalation strategies and other behaviour management techniques to improve a student's behaviour before removing them from your lesson
- Plan interesting and engaging lessons which have differentiated tasks and challenge students to make social, emotional and academic progress. Review is supported by Coping debrief document in appendix VI
- Engage with Restorative Practice in attempting to resolve behavioural issues which may impact on the progress and welfare of individuals and groups
- Ensure a fresh start for all. Staff and students may make mistakes and we have to support them to learn and grow from them
- Model positive behaviours and work towards establishing positive relationships.

## 5.0 Pro-active Behaviour Management and De-Escalation

As we plan for teaching and learning so the students have effective learning journeys; we must also plan for students' behaviour. A clear understanding of the student and their need is supported by student profiles so that we can also plan their emotional journey. De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the student can get back on track without giving attention to the negative behaviour.

De-escalation methods include:

- Always use a calm voice tone
- Speak individually to students on their level so that others cannot hear
- Refocus the student on work
- Use Cold call with students not paying attention or starting to drift
- Use Thank you not please when giving an instruction
- Remind the student of the expectation
- Remind the students of the attitude to learning grades
- Tell the student the consequences if they do not improve
- Give the student a red Dojo
- Move a student's seat

Coritani academy will provide a programme of CPD for members or staff using academy, trust and external sources. Specific responses to unsafe, disrespectful and unready behaviours are explored in further detail in appendix III (safe), IV (respectful) and V (ready)

## Flexible Responses to Inflexible Expectations

We apply a graduated response to behaviour incidents, and the subsequent support for individual students. We aim to recognise and respond to the needs being communicated by the behaviour.

We will always have consistent expectations within the academy and the student choices which is explained for students in appendix X but we may respond inconsistently depending on the needs and circumstances of the individual. We value a "flexible" consistency which supports the student and aims to resolve the needs their behaviour communicates. Further information is available in appendix II

## 6.0 Back on Track

Back on Track takes place after the incident, once everyone involved has calmed down. The member of staff's role is empathetic listening as a counsellor would. Empathy isn't the same as sympathy. Empathy is understanding someone else's experience regardless of whether you agree or not. Often empathy is enough for a conflict to de-escalate because in many conflicts, people's most significant unmet need is to be heard and understood. To enable this to happen students will be:

- asked to return home and attend at 2.30 that afternoon when they will receive their registration mark
- supported through a restorative conversation.
- given time to complete any missed academic work with one to one support.

The restorative conversation will be recorded by the academy on Arbor using the supporting document in appendix VII.

## 6.1 Safe, Respectful, Ready Day (SRR)

Restorative Practice is a powerful approach to positive discipline and behaviour that focuses on resolving conflicts through processes that include all those involved in incidents of or where poor behaviour choices are made. Restorative Practice:

- enables students to understand their own involvement and the impact of their behaviour on others.
- shifts the focus from punishment to positive learning about the incident and the reasons for it and from the individual to the community.
- During the Safe Respectful Ready day (SRR), the student will:
  - work one to one with an adult
  - have the opportunity to take part in Restorative Practice to examine the incident and to understand the expectations around the academy. Academic work will be provided.

We hope by providing support to those involved in incidents with a positive environment in which to learn and progress, both academically and emotionally so they can return to their class better able to be Safe Respectful and Ready

The 'SRR' day will:

- agreed by the principal and will be recorded on Arbor
- will result in a discussion with member of the Senior Leadership Team, student and parent/carer

In exceptional circumstances the 'SRR' day could happen in the following week. During the 'SRR' day the restorative proforma should be completed and logged on Arbor. See Appendix VIII

## 6.2 Use of exclusion

Coritani Academy recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future
- We will focus on quality interactions with the student to develop classroom communities that promote academic, social, and emotional growth

- maintain contact with the child or young person and their family throughout the process (e.g. Teams meeting with the student at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- use Restorative Practice to structure reintegration meetings and reduce blame. This will be recorded using supporting document in appendix IX
- hold a restorative group for staff involved in supporting the child or young person

### 6.3 Unacceptable behaviours at Coritani Academy

The following are NOT acceptable within the Academy

Unsafe behaviours:

- Smoking/Drugs/Alcohol
- Physical Aggression including physical assault against another person
- Damaging property
- Refusal to comply with health and safety instructions or practices e.g. fire drill/moving around the academy
- Truancy and/or leaving the class/site without permission
- Sexual misconduct
- Failure to follow Covid 19 risk assessments

Disrespectful behaviour including but not limited to:

- Inappropriate comments toward and/or verbal abuse/threatening behaviour against another person
- Bullying
- Racist abuse
- Theft/stealing
- Malicious allegation against another person

Not ready for the academy day

- Not completing Homework
- Chewing gum and/or eating in classrooms
- Using Mobile Phones or listening to personal music during lessons
- Refusing to work

This list is not exhaustive and each incident will be resolved ensuring ongoing support to all students and staff at the academy.

### 7.0 Coritani Academy values parents/carers as experts.

We will provide feedback on your child's emotional wellbeing at review meetings, but will also contact you immediately if we have any concerns about your child's wellbeing.

We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns, or would like to provide feedback on our behaviour policy, please do not hesitate to contact John Niland, telephone: 01724 278668.



## APPENDIX II

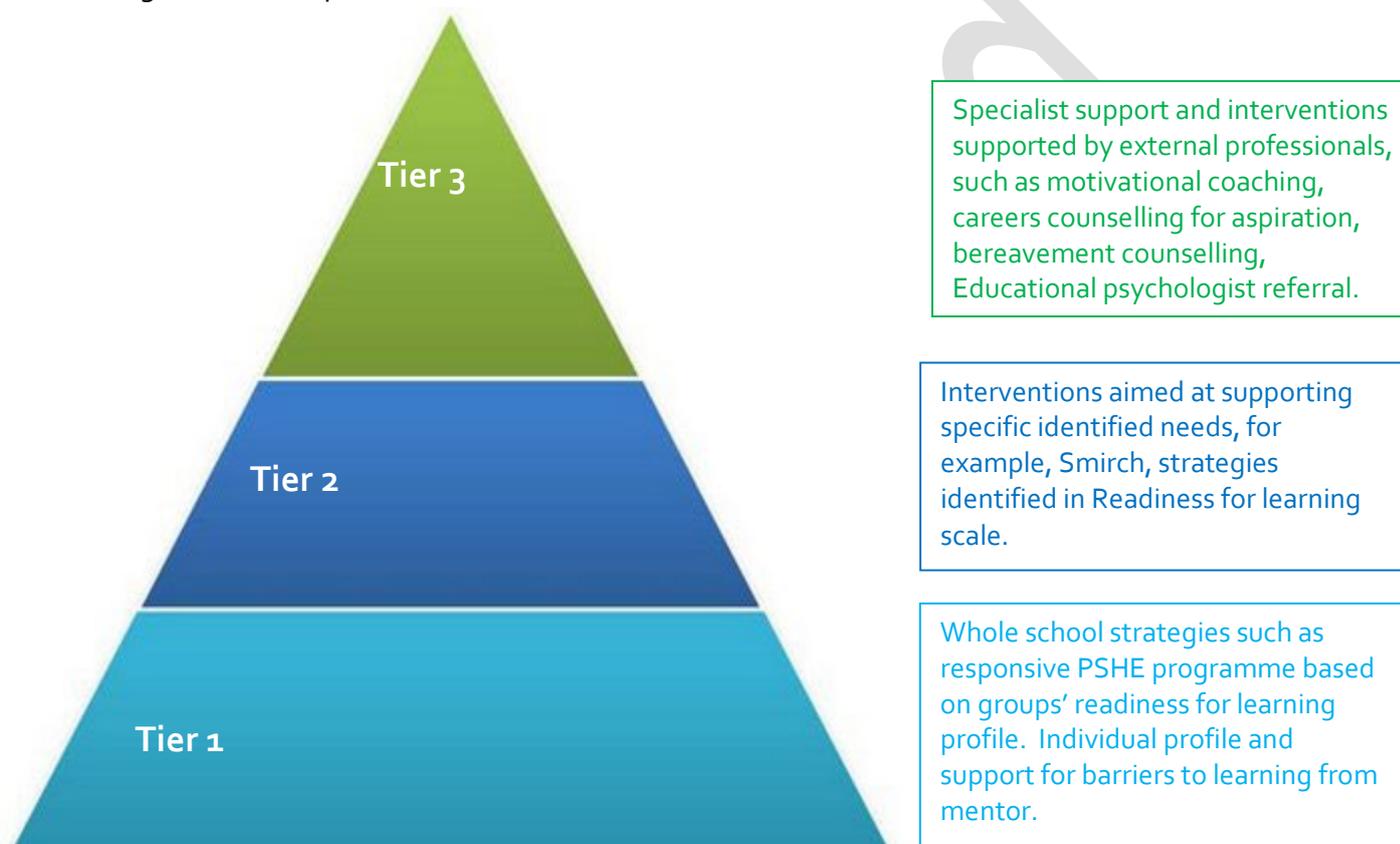
### Graduated Response

How we support students through a graduated response:

Further information on our graduated response

Coritani students have a wide range of individual needs which change over time. As such, students people require a flexible approach within an overall structure of consistency.

Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children/young people at Coritani Academy, some students will require extra support in order for us to ensure an equitable school environment. A graduated response to behaviour allows staff to support students according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response:



Students will be provided with support based on their level of need. Given that Coritani views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g. a student receiving support at Wave One would begin to receive further assessment and individual support at Wave Two). Decisions about the level of support required will always be made in consultation with the student, their parents/carers and external professionals as appropriate.

## APPENDIX III

### Safe

#### Guidance on dealing with unsafe behaviours

A student with a trauma history may be easily triggered or “set off” and are more likely to react very intensely and may struggle with self-regulation. Students whose families and homes do not provide consistent safety, comfort, and protection may develop ways of coping that allow them to survive and function day to day. In students hypersensitivity and withdrawal can be commonplace and result in unwanted behaviours as they struggle to communicate their needs. As a child grows up and encounters situations and relationships that are safe, these adaptations are no longer helpful, and may in fact be counterproductive and interfere with the capacity to learn.

#### Stage 1

##### 1.1 De-escalation consistencies

Speak to the student individually, if possible without the rest of the class listening, if not possible then close enough to the student for it to be a conversation between you rather than an instruction from the front of the class. This avoids attention drama being brought into the situation.

If possible, speak to the student outside the classroom.

“Can I remind you one of our values is for everyone to act safely and to be kept safe at school. I need you to ( say what you want the student to do) so that we can all be safe.

Thank you.” – leave take up time, walk away and come back shortly, the student may not respond straight away. (if someone is at risk immediately do not give take up time.)

Remind the student of a time when they got the behaviour right ( can you remember last week when you (reminder here – it is important to say why it was such good behaviour )

That was brilliant of you, it would be great to see that safe behaviour again.

Show them the **Coritani Mindset** Safe section if it helps. (on the wall in each room)

#### Stage 2

##### 2.1 Swap in Swap out –

Ask another member of staff to repeat stage 1. (assistant teachers or other staff in the classroom or elsewhere) This can be repeated across multiple members of staff and can rotate to bring back the original member of staff. At each point remain calm and give take up time. (if someone is at risk immediately do not give take up time.)

Use the **mindset flowchart** to help the student make good choices and see consequences of refusal to conform. (on the wall in each room)

#### Stage 3

##### 3.1 Removal from lesson –calming time

If unsafe behaviour continues then ask the student to leave the room to work elsewhere for a specified time. Give take up time for the instruction to be followed.

Suggested script – “Your behaviour is now unsafe for others. Please go to work in the wellbeing room for the rest of this lesson for the safety of yourself or others.”

##### 3.2 Swap in Swap out removal –

Ask another member of staff to remove the student from the room following the same process as 3.1

##### 3.3 Senior staff swap in swap out

If 3.2 is not working, ask for a senior member of staff to be involved. The same process 3.1. will be followed by the senior member of staff.

### **3.4 – All stage 3 incidents must be recorded on ARBOR**

The student must be given chance to calm down and check they are ready to learn before attending the next lesson.

#### **Stage 4/5**

The senior member of staff will implement stage 4- internal exclusion (Back on track or Safe, Ready Respectful Day) or Stage 5 - Exclusion depending on the needs of the student and the unsafe behaviour exhibited.

**Staff should not jump the stages and as a general principle it should not be possible to go 'straight to calming time'. Time will be given between assertive interventions for the student to readjust their behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the student's best interest for an immediate exit from the classroom or other space in school.**

For the vast majority of students calming time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the **Coritani Mindset**.

#### **Reward**

As soon as Safe behaviour is observed reward this publicly with praise and with a dojo

#### **Restorative Practice**

If a student has reached stage 3 then an RP follow up with the staff member and student must take place as soon as practical. This should happen before the students next lesson with this teacher. It may not always be appropriate for this to happen in the same day if the student has not yet calmed down. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

## APPENDIX IV

### Respectful

Guidance on dealing with disrespectful behaviours

Disrespectful behaviour is often "survival" behaviour gone awry.<sup>1</sup> Although personal frustrations and system failures do not excuse disrespectful behaviour, they often create a tipping point by which an individual is pushed over the edge into full-blown disrespectful behaviour.

#### Stage 1

##### 2.1 De-escalation consistencies

Commit to a fair and just culture within the classroom. Managing adverse events with respect. Commitment to a respectful culture, which requires leading by example, set the tone with an attitude of mutual respect for the contributions of all students, remain open to questions and new ideas, and reward outstanding examples of collaborative teamwork, respectful communication, and positive interpersonal skills. Create a dialogue about respectful behaviours with the classroom and role model this for the students.

If student shows disrespectful behaviours speak to them individually, if possible without the rest of the class listening, if not possible then close enough to the student for it to be a conversation between you rather than an instruction from the front of the class. This avoids attention drama being brought into the situation.

If possible, speak to the student outside the classroom.

"Can I remind you one of our values is for everyone to be respectful. I need you to (say what you want the student to do) so that we can all be respectful. Thank you." – leave take up time, walk away and come back shortly, the student may not respond straight away. Remind the student of a time when they showed respectful behaviour. (Can you remember yesterday when you (reminder here – it is important to say why it was such good behaviour – be specific) That was brilliant of you, it would be great to see that safe respectful again. Show them the **Coritani Mindset** Respectful section if it helps. (on the wall in each room)

#### Stage 2

##### 2.1 Swap in Swap out –

Ask another member of staff to repeat stage 1. (assistant teachers or other staff in the classroom or elsewhere). This can be repeated across multiple members of staff and can rotate to bring back the original member of staff. At each point remain calm and give take up time. (if someone is at risk immediately do not give take up time.)

Use the **mindset flowchart** to help the student make good choices and see consequences of refusal to conform. (on the wall in each room)

#### Stage 3

##### 3.1 Removal from lesson

If disrespectful behaviour continues then ask the student to leave the room to work elsewhere for a specified time. Give take up time for the instruction to be followed.

Suggested script – "Your disrespectful behaviour is impacting on the wellbeing of others/impacting on teaching and learning. Please go to work in the wellbeing room for the rest of this lesson for the safety of yourself or others."

##### 3.2 Swap in Swap out removal –

Ask another member of staff to remove the student from the room following the same process as 3.1

##### 3.3 Senior staff swap in swap out

If 3.2 is not working, ask for a senior member of staff to be involved. The same process 3.1. will be followed by the senior member of staff.

### **3.4 – All stage 3 incidents must be recorded on ARBOR**

The student must be given chance to calm down and check they are ready to learn before attending the next lesson.

The senior member of staff will implement stage 4- internal exclusion ( Back on track or Safe, Ready Respectful Day) or Stage 5 - Exclusion depending on the needs of the student and the unsafe behaviour exhibited.

**Staff should not jump the stages and as a general principle it should not be possible to go 'straight to calming time'. Time will be given between assertive interventions for the student to readjust their behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the student's best interest for an immediate exit from the classroom or other space in school.**

For the vast majority of students calming time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the **Coritani Mindset**.

#### **Reward**

As soon as Respectful behaviour is observed reward this publicly with praise and with a dojo

#### **Restorative Practice**

If a student has reached stage 3 then an RP follow up with the staff member and student must take place as soon as practical. This should happen before the students next lesson with this teacher. It may not always be appropriate for this to happen in the same day if the student has not yet calmed down. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

## APPENDIX V

### Ready

Guidance on dealing with students not being ready

To plan for the future requires a sense of hope, control, and the ability to see one's own actions as having meaning and value and students need a sense of hope and purpose, a student needs to value themselves.

For most students, exposure to traumatic events may lead to lower cognitive and reading ability, lower age related expectations (ARE), more days of school absence, and decreased rates of academic progress. Evidence suggests that students exposed to trauma have decreased social competence and increased rates of peer rejection. They may find it hard to acquire new skills or take in new information and they may struggle with sustaining attention or curiosity or be distracted by reactions to trauma reminders

### Stage 1

#### 1.2 De-escalation consistencies

Start the lesson positively with meeting and greeting and remember to give attention to positive, not negative behaviours. Be clear, if necessary repeat instructions to get them started, asking the student next to them to help them get started, ask if they have what they need, praise the students who are engaged in learning. Attempt to use non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book.

Be prepared, have alternative tasks, differentiated support or use a space within the classroom to allow a student to have "thinking time"

Be assertive, we aim to inspire excellence and this is not easy and may require creative planning and will need us to consider students' learning journeys.

Speak to the student individually, if possible without the rest of the class listening, if not possible then close enough to the student for it to be a conversation between you rather than an instruction from the front of the class. This avoids attention drama being brought into the situation.

If possible, speak to the student outside the classroom.

"Can I remind you one of our values is for everyone to be ready for learning. I need you to (say what you want the student to do) so that we can all learn. Thank you." – leave take up time, walk away and come back shortly, the student may not respond straight away. (if someone is at risk immediately do not give take up time.)

Remind the student of a time when they got the behaviour right ( can you remember last week when you (reminder here – it is important to say why it was such good behaviour )

That was brilliant of you, it would be great to see that safe behaviour again.

Show them the **Coritani Mindset** Ready section if it helps. (on the wall in each room)

### Stage 2

#### 2.1 Swap in Swap out –

Ask another member of staff to repeat stage 1. (assistant teachers or other staff in the classroom or elsewhere) This can be repeated across multiple members of staff and can rotate to bring back the original member of staff. At each point remain calm and give take up time. (if someone is at risk immediately do not give take up time.)

Use the **mindset flowchart** to help the student make good choices and see consequences of refusal to conform. (on the wall in each room)

### Stage 3

### 3.1 Removal from lesson

If unsafe behaviour continues then ask the student to leave the room to work elsewhere for a specified time. Give take up time for the instruction to be followed.

Suggested script – “Your behaviour is now unsafe for others. Please go to work in the wellbeing room for the rest of this lesson for the safety of yourself or others.”

### 3.2 Swap in Swap out removal –

Ask another member of staff to remove the student from the room following the same process as 3.1

### 3.3 Senior staff swap in swap out

If 3.2 is not working, ask for a senior member of staff to be involved. The same process 3.1. will be followed by the senior member of staff.

### **3.4 – All stage 3 incidents must be recorded on ARBOR**

The student must be given chance to calm down and check they are ready to learn before attending the next lesson.

The senior member of staff will implement stage 4- internal exclusion ( Back on track or Safe, Ready Respectful Day) or Stage 5 - Exclusion depending on the needs of the student and the unsafe behaviour exhibited.

**Staff should not jump the stages and as a general principle it should not be possible to go 'straight to calming time'. Time will be given between assertive interventions for the student to readjust their behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the student's best interest for an immediate exit from the classroom or other space in school.**

For the vast majority of students calming time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the **Coritani Mindset**.

### **Reward**

As soon as Ready behaviour is observed reward this publicly with praise and with a dojo

### **Restorative Practice**

If a student has reached stage 3 then an RP follow up with the staff member and student must take place as soon as practical. This should happen before the students next lesson with this teacher. It may not always be appropriate for this to happen in the same day if the student has not yet calmed down. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

APPENDIX VI

**COPING: Debrief for staff following major incident**

Date of incident.....

Date of debrief.....

Staff Members involved.....

	√	Notes and Agreed Action
<b>Control:</b> Check staff feel able to discuss incident at this stage. Ensure staff feel supported and ready to engage in this session.		
<b>Orient to the facts:</b> Each staff member gives their account of how they perceived what actually happened.		
<b>Patterns:</b> Previous incident forms for this student are reviewed looking for patterns. Examine patterns of effective and less effective staff responses with this student.		
<b>Investigate:</b> Look at alternative responses which staff could try in these circumstances and any resources which could help		
<b>Negotiate:</b> Come to agreement about what the plan is for future incidents, and who will do what, in the light of what has been learnt from this and previous incidents		
<b>Give:</b> Support and encouragement given to member of staff.		

*(Adapted from the Non Violent Crisis Intervention Programme © 2005 Crisis Prevention Institute Inc, and with thanks to Derbyshire County Council Educational Psychology Service)*

## APPENDIX VII

### Restorative approach on a Back on Track session:

Member of staff:	Date:	
What rule did I break and why was this wrong? - Was I ready, respectful and safe?		
Who did this affect?		
What could I do next time?		
When I return to class I will be Ready, Respectful and Safe:		

Students will be asked to complete academic work. Appropriate work packs for the pupils will be pre-prepared or work will be available on Teams. A member of staff will accompany the child and collect work however adult attention should only be given to the pupil to reinforce wanted behaviour. Session will start at 2.30 and at 4.00 parents will become formally involved at this stage to discuss how more positive behaviours can be encouraged both at home and at school.

## APPENDIX VIII

### Restorative approach on a Safe Respectful Ready Day:

Member of staff:	Date:
What rule did I break and why was this wrong? - Was I ready, respectful and safe?	
Who did this affect?	
What could I do next time?	
When I return to class I will be Ready, Respectful and Safe:	

Students will be asked to complete academic work. Appropriate work packs for the pupils will be pre-prepared or work will be available on Teams. A member of staff will accompany the child and collect work however adult attention should only be given to the pupil to reinforce wanted behaviour. Break times will be staggered,

Parents will become formally involved at this stage to discuss how more positive behaviours can be encouraged both at home and at school.

## APPENDIX IX

### Restorative approach to Re-integration – Post exclusion

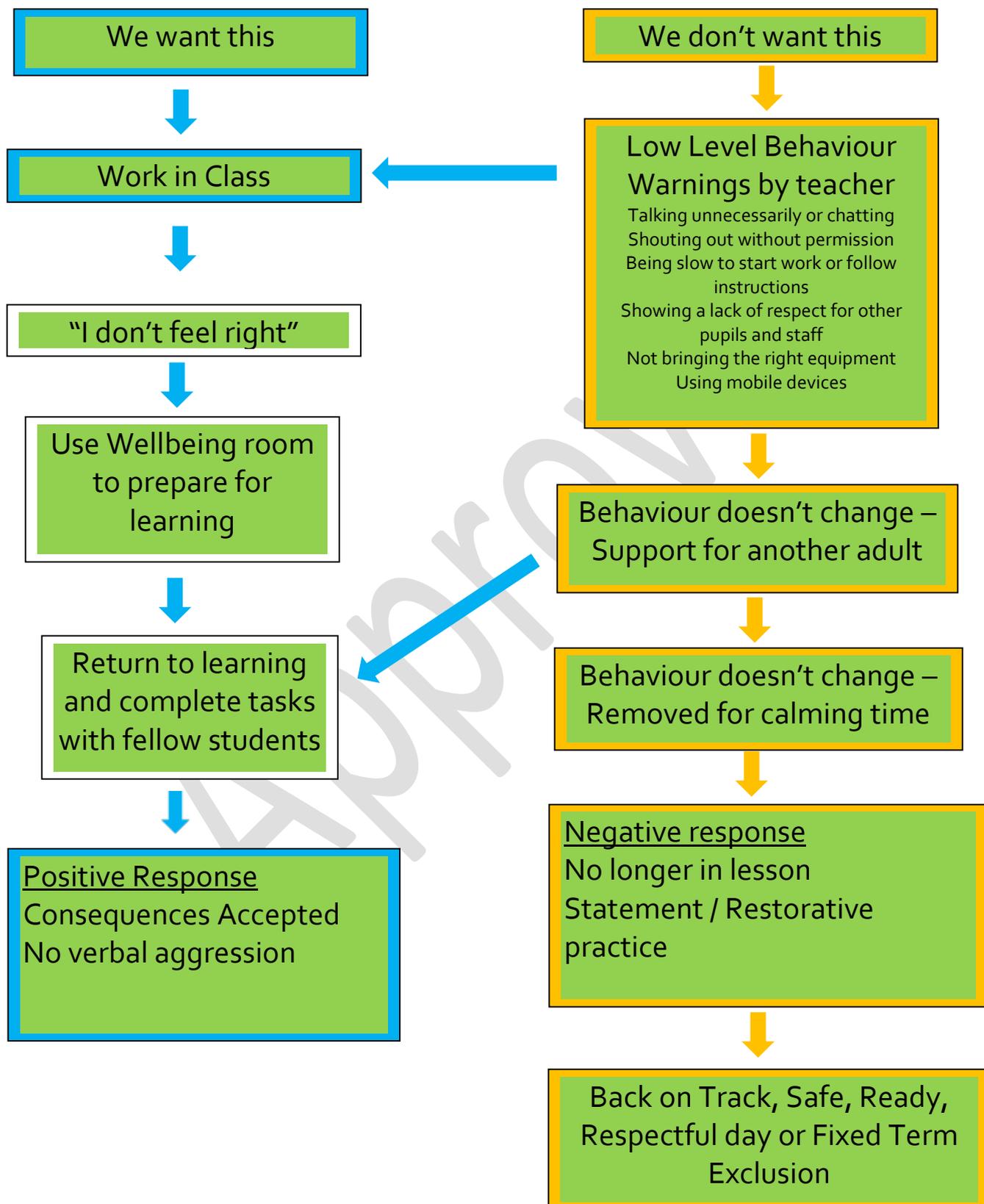
The returning student should not proceed directly to the classroom. A reintegration plan should start with a meeting with parents and professionals lead by member of SLT. Involvement of parents and outside agencies is crucial in order fully support the student and to break any recurring patterns of difficulty.

<b>Member of staff:</b>	<b>Date:</b>
<b>Attendees:</b>	

<b>What rule did I break and why was this wrong? - Was I ready, respectful and safe?</b>
<b>Who did this affect?</b>
<b>What could I do next time?</b>
<b>When I return to class I will be Ready, Respectful and Safe:</b>

<b>What can I change - How can I be ready, respectful and safe?</b>
<b>What will the school put in place to avoid future exclusions?</b>
<b>What support can come from home to encourage the student and assist Coritani to avoid exclusions?</b>

Safe, Respectful and Ready 2020/21



APPENDIX XI

**Everybody** has the right to **learn**, to **be respected**, to **feel safe** and to be fairly treated.

<b>Be safe</b>				
Follow the rules for health and safety		Be in the right place at the right time		
<b>Be respectful</b>				
Use appropriate language	Listen to others and expect to be listened to	Keep hands, feet, objects and personal comments to yourself	Stay for the whole lesson.	Look after the building, displays and equipment.
<b>Be ready to learn</b>				
Be on time, use a clock or wear a watch	Dress appropriately	Eat and drink at appropriate times.	Keep your mobile devices in the safe place in the office.	

## Document Control

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