



Aspire Behaviour Policy

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1. Purpose and Context

This policy has been written to ensure that all Aspire schools and services have a consistent and effective approach to supporting students' behaviour, and to ensure that all Aspire schools and services are calm and purposeful places for students and staff to work in.

This policy has been written in line with the following legislation:

- Behaviour and discipline in schools (DfE 2016)
- Searching, screening and confiscation in school (DfE 2014)
- The Equality Act 2010
- Use of Reasonable Force in Schools (DfE 2013)
- The SEN Code of Practice 2014
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006 which requires schools to regulate pupils' behaviour and publish a behaviour policy, and gives schools the authority to confiscate pupils' property

This policy is underpinned by the core values of Aspire AP:

- Respect
- Hope
- Forgiveness
- Integrity
- Commitment
- Love
- Growth mind-set

This policy should be read in line with other relevant policies, such as our Anti Bullying Policy, Safeguarding Policy and Exclusions Policy.

2. Our expectations

Our expectations of student are that they are ready to learn, respectful, and safe.

Everybody has the right to learn , to feel safe , and to be respected				
BE READY TO LEARN				
Be on time	Go to your lessons	Try to achieve the best you can	Phones to be handed in	
BE RESPECTFUL				
Use appropriate language & keep personal comments to yourself	Listen to others and expect to be listened to	Keep hands, feet and objects to yourself	Work hard and stay for the whole lesson	Look after the building, displays and equipment
BE SAFE				
Follow staff instructions and the rules for health and safety		Be in the right place at the right time		
Reminder	Warnings	Refer on & time to reflect	Restorative action and follow up	

2. How we manage behaviour

Our behaviour management is based on the following principles:

- **Routines:** in order for students to feel safe we need predictable routines and expectations
- **Relationships:** students need to feel valued and cared for
- **Responses:** should be predictable, and focus on the feelings and emotions that drive behaviours rather than the behaviour itself
- **Restoration:** we show students that physical things and relationships can be repaired and restored, and we teach them how to do this
- **Reflection:** we think carefully about any incidents so that we can prevent them happening again and develop our practice

It is the responsibility of the Head of School or Service to ensure that school systems and practices are based on these principles, and lead to the development of an effective culture for positive behaviour.

3. Support systems

Aspire AP believes that students who display challenging behaviour require support. Our Schools and Services will use the following approaches:

- Teaching and learning about positive behaviour

- The delivery of an appropriate curriculum
- Access to appropriate in class support and strategies, and additional specialist interventions to support students to learn to manage their behaviour
- Access to appropriate support during and after behaviour incidents, to manage during the crisis and to repair and restore relationships after the incident
- Regular communication with parents and families, previous schools, outside agencies and other professionals and services
- Use of specialist assessors to identify emerging unmet learning or social and emotional needs

4. Banned items

The following items are not allowed on the school site.

- Mobile phones
- Smoking paraphernalia
- Energy drinks
- Alcohol or illegal drugs
- Weapons of any kind
- Stolen items
- Illegal images or recordings on electronic devices

If students arrive at school with these items, they can be handed in before entering the building. If they are handed in they will be returned at the end of the day.

In line with the DfE guidance on searching and confiscation, where it is known or suspected that a student is in possession of any banned item, any staff in school may authorise a search of the student and/or their belongings with their consent. If a student does not consent, the Head of School may authorise a search to be conducted without their consent.

If a banned item is found in a search the Head of School has the discretion to retain that item for collection by an appropriate adult at the end of the day, week or term, to dispose of it, or to pass it onto the police. The school does not accept any liability for items that are lost or damaged while on the school site.

5. Seclusion

De-escalation rooms or alternative safe spaces may be used to support students in crisis. When using these rooms students are always supervised. Aspire AP does not use seclusion at any time, and students in crisis are always supported and monitored by members of staff. If a student asks to be left alone staff may withdraw in line with that student's handling plan, as long as they are able to monitor the student's safety (for example through a window or viewing pane in a door). In line with DfE guidance, students will be able to leave the de-escalation room or safe space when they want to. In circumstances where risk to the student or to others would be increased by the student leaving

the de-escalation room, staff will support the student inside the room until a safe exit can be ensured.

6. Restrictive Physical Interventions

Aspire AP is committed to our responsibility to keep all pupils and staff safe from harm. Aspire AP schools and services aim to manage behaviour using the approaches outlined in section 2 above, however we recognise that there may be occasions where the use of restrictive physical intervention (RPI) is reasonable, proportionate and necessary in order to maintain safety or to prevent a criminal act.

In line with the DfE guidance on the Use of reasonable force, all members of staff have a legal power to use reasonable force. At Aspire AP our use of reasonable force is governed by the following principles:

- Reasonable force is only used when necessary to maintain safety or prevent a criminal act.
- Where reasonable force is used it is the least restrictive method available and for the shortest possible time.
- Force or physical intervention will never be used as a punishment.
- All students have an individual risk assessment undertaken that supports staff to manage them and their behaviour and reduce or eliminate the need for restrictive physical intervention.
- All staff working in environments where reasonable force may have to be used are trained in the use of Team Teach.
- All incidents of students becoming emotionally dysregulated or displaying challenging behaviour leading to the need for a restrictive physical intervention are reported to the Executive Head Teacher and documented in a bound and numbered book.
- Any use of advanced physical techniques such as ground recoveries are reported to the Local Authority Designated Officer (LADO) and directly to Team Teach.
- Parents and carers are informed after any incident before the student returns home.
- Heads of School or Service regularly analyse trends in data on RPIs in order to further reduce the need to use this approach.