



Behaviour Policy– 2017-18

Behaviour Expectations

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 away in lessons	
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	

Our behaviour policy is underpinned by our vision and our community expectations. Our school ethos is built on mutual respect evidenced through the quality of our relationships with everyone within the school community.

ASPIRE enables young people to flourish by developing positive behaviours attitudes and aspirations and it is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are addressed. We aim to empower young people to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, special school (if appropriate), further education or the world of work. Everyone is expected to behave in a respectful way, to accept responsibility for their behaviour and to encourage others to do the same.

Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers.

At Aspire we believe that a good behaviour policy is one of the keys to successful and effective teaching and learning. The policy applies to all students and will encourage students to develop a feeling of self- confidence, self-worth, respect for self and others, ability to negotiate, and a sense of their own and others' equal value regardless of race, ethnicity, gender, religion, sexual orientation, class or disability.

This policy is designed to:

- Enhance the development of positive relationships between students, teachers and other members of the school community, as well as parents/carers
- Help raise students' self-esteem and achievement through developing the ability to manage their behaviour and an acceptance of responsibility for their own actions
- Promote positive behaviour
- Manage challenging behaviour in an assertive, non-confrontational way
- Ensure fairness and transparency
- Encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention
- Enhance teaching and learning
- Ensure our students are good citizens within society

Community Expectations

As students you can expect

- To be welcomed every day
- Adults who will respect you, listen and offer support
- A safe place to learn
- Help with planning your future

As staff we expect that you

- Arrive on time and be ready to learn
- Respect all staff, students and property
- Will try to achieve the best you can

1

- Will allow staff to help you

Examples of conduct which support our expectations

- Following instructions
- Appropriate and respectful language

Positive Behaviour

One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

Learners know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

- Greet me each day
- Smile
- Ask about me and give me your attention
- Help me dream of what I might be able to do
- Challenge me and show me how to respond
- Trust me

It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as 'people who matter'. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly we recognise the implicit need for young people to develop the **skills** that make positive relationship with adults possible.

It is critically important that staff working at ASPIRE build strong **Relationships**, develop high levels of personal **Resilience** and have high expectations where the **Quality** of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it's communicative intent and **teach Young people the skills associated with appropriate behaviours.**

Learner Support and Interventions

We have a skilled team of learner support staff who provide pastoral and academic support and interventions for learners. This team provides space and time for learners to deal with ambivalent feelings or personal crisis and allow learners to articulate concerns and use the opportunities to re set boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

2

Staff Strategies

Below is a list of some strategies that have proved successful at ASPIRE. Teachers work towards gaining a good relationship with students and once a relationship has been built then teachers are likely to use specific strategies that they know are most likely to bring about a positive response from the student.

Separate the behaviour from the student

- Make the behaviour unacceptable; not the student
- Making the behaviour wrong allows for changing to better behaviour
- Do not link poor behaviour to the student's personality
- Linking good behaviour to a student's identity builds self-esteem

Actively build trust and rapport

- Positive relationships are the heart of all we do
- Building rapport with students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students in corridors, showing interest in what they do – both in the classroom and out of it, show interest in them as human beings. In order to influence and guide students it is necessary to enter their world and be aware of their perspective.
- People achieve more when they are confident and trusting
- Having confidence and trust encourages risk-taking which leads to learning

Model the good behaviour you want to see

- Calmly resolve conflict using the planned approach to bad behaviour
- Calmness, predictability and certainty are the key behaviours to model
- Listen to problems and respond

Always follow up issues that count – remember the consequence is inevitable

- Always follow up student's choices with a consequence
- Following up shows you care and what you say is important
- Be positive about future behaviour when following up
- Keep the focus on the behaviour not the personality

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back
- Remember that students may still be stressed or resentful
- Allow time and repeat the attempts to be positive
- If there is no hope of a way back relationships and achievements will founder
- Restorative interventions are utilised to resolve conflict

Examples of classroom strategies

- Give work at the right level or ensure that the student has the right amount of support
- Employ different methods when delivering information e.g. demonstrate rather than just explain
- Remember that students may not have good language skills; frequently check their understanding and encourage them to practice expressing information and ideas
- Give the student appropriate choices of activity when it is apparent that their ability to engage in learning is hampered by their emotional state
- Negotiate / agree to postpone a piece of work – with a clear timeframe given
- Negotiate / agree movement around the classroom – understanding that many students cannot sit still for a long time

3

- When a student isn't engaging in the work avoid confrontation and suggest different ways of learning e.g. use of a P.C, white-board, text book - find what they are willing to try
- Model normal social interaction in the classroom – e.g. take turns, ask politely, talk and listen
- Be aware of peer influence and avoid situations where students will feel that they are 'losing face' in front of their peers
- Praise and be positive but in a non-patronising way
- For confrontational students use the motivational technique of agreeing (rather than disagreeing) e.g.

the student says, "I don't want to do anything today", you say, "you don't want to do anything today" then maybe add "how about we use this new resource on the i-pad" (or something that you think will engage them)

- Acknowledge student difficulties e.g. "I know that you find it hard to ..." or "we have to find ways for making it easier to ..."
- Actively ensure that students ask politely for what they are trying to negotiate – if needed create, with them, scripts

REWARDS and CONSEQUENCES

Positive behaviours

We recognise progress and effort in:

- Attendance
- Behaviour
- Learning

These positive behaviours are acknowledged and celebrated in a variety of ways.

Rewards for positive behaviour include

- Verbal praise from a member of staff
- Written praise from staff on student's work
- Display of work
- 'Well done' and 'thank you' cards to be sent home for recognition of talent / extra contributions to school

Inappropriate behaviour

Behaviour is considered inappropriate if it is not in-keeping with the spirit of ASPIRE Community Expectations and/or does not follow the expectations within our school policies / agreements.

Inappropriate behaviour will be subject to one or more consequences. Consequences will be determined by the severity and persistence of the inappropriate behaviour, and the circumstances. They are applied consistently and rigorously with the expectation that the student's behaviour will improve/change.

Consequences: Inappropriate behaviour in lessons

Staff will use the strategies outlined above in a patient and non-confrontational manner. If these strategies fail or the student is negatively affecting the learning of others then the student will be **referred on** for discussion with a member of the Learner Support Team. The Learner Support Team will discuss the issues with the learner, using a solution-focused approach and decide the next appropriate action which may mean the learner returns to the lesson or remains with the Learner Support Staff for an agreed time period.

In the event, where physical damage has occurred, Aspire will consider whether reparation is appropriate, giving the student an opportunity to repair damage or contribute to the upkeep of an Aspire Centre.

4

Exclusions

The vast majority of behaviour is managed in school however there are a number of more serious behaviours that stop learners doing well and could result in an exclusion or review of placement.

The following are examples of inappropriate behaviour that will lead to consequences being implemented and this may include exclusions (internal, fixed-term or permanent):

- Verbal abuse
- Inappropriate use of language

- **Defiance**
- **Physical abuse**
- **Walking off site**
- **Damaging property**
- **Theft**
- **Bringing to school inappropriate / dangerous / illegal materials**
- **Fighting**

A decision to exclude, fixed-term or permanently, a student can only be taken by the Headteacher, or, in her absence, by a Deputy Headteacher. Persistent breaches of school expectations over a period of time may lead to longer fixed term exclusion, or to permanent exclusion if lesser sanctions have proved unsuccessful. On the first school day following a fixed term exclusion, the student and a parent/carer are normally asked to attend a formal reintegration interview with the Headteacher, Deputy Headteacher or Assistant Headteacher. The school will follow statutory guidance on exclusions.

When a student is excluded, staff are informed. At the Reintegration meeting the Community Expectations are made clear and the student will only return to lessons when he / she agrees to meet these expectations. It is made clear that students will face further exclusions (fixed-term or permanent) if the behaviour is repeated.

Physical Intervention and Search

Whilst the use of restrictive physical intervention and search is very rare, and is wherever possible avoided, Aspire follows the guidance as set out by the Department for Education. On an occasion where the use of restrictive physical intervention is appropriate, for example if a student is hurting herself / others or likely to do so any intervention used will always be reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary, and will seek to avoid injury to the student. The preferred restrictive physical intervention approach is 'Team Teach and staff are trained on this approach on a regular basis. Similarly, the Headteacher and authorised staff may use such force as is reasonable given the circumstances to conduct a search for prohibited items. Aspire recognises that it is their legal duty to make reasonable adjustments for disabled students and students with special educational needs.

Any statutory or government policy change may apply, with immediate effect, to this policy. Similarly the policy may, with immediate effect, be interpreted with respect to emerging technologies or other trends.

Expectations of Students across All Sites

Issue	Expectation/Action
Mobile Phones	Students should not have their phones with them during lessons. They are expected to hand their phones in. Phones may be given out at breaktime and lunchtime. After which, it is expected that students hand their phone in again. This is explained at induction.
Off Site	Students are not permitted to go off site at lunchtimes. All off-site activities are supervised by staff.
Food	No energy drinks or 'fast food' to be brought onto site. Students are encouraged to eat something in school. For some students if this is an issue then they can bring a healthy lunch in. Everyday there is a hot food option (including vegetarian) and a salad option
Dress Expectations	No offensive logos, for e.g. swearing, drug-related, discriminatory, etc. There is an expectation that clothing should not be revealing or exposing, i.e. midriff and cleavage
Timetable and agreed process for not attending lesson	Students are expected to follow their timetable. Personal and special circumstances may require a change on the day.

Referring on

"NOW!" = emergency I need help now.

Consistency in 'stepped' referral process across sites when students are out of lessons or disrupting lessons

All staff made aware of the process, which is the same across sites with regards to referral structure.

A Quiet area for students to work in, may be identified if they are unable to be in lessons. A student working in visible areas draws too much attention to them, which may attract other students out of lessons.

Recording

Via SIMs. If it is not on SIMs it didn't happen.

This is important to help the management and Learner Support Team to look at patterns of behaviour in order to plan interventions and have meaningful preventative discussions with learners.