

Aspire Academy Behaviour Policy

Our behaviour policy is underpinned by our core values:

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

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

Aspire Behaviour Strategy booklet to be used in conjunction with this policy

Purpose

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

- 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

Expectations

At Aspire, we believe all of our students can do well. We encourage success by supporting them to meet the following 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 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	

Students can expect:

- To be positively welcomed every day
- Adults who will show respect, listen and offer support
- A safe place to learn

Aspire expects parents / carers to:

- Notify Aspire of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, reintegration meetings following any exclusion, open days and other meetings
- Be aware of and support the Aspire behaviour policy and expectations

Aspire expects that students will:

- Arrive on time and be ready to learn
- Respect all staff and students
- Respect the building and equipment
- Try to achieve the best they can

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.

Students 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 young people produce a very similar list of characteristics that they look for in adults who work with them. Young people want adults to:

- Show trust
- To be a positive role model
- To treat them fairly
- To have a consistent approach

We believe that where students 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.

We believe that where adults are calm and safely in control, students feel they are valued and respect adult's authority.

It is critically important that staff working in Aspire maintain agreed **routines**, build strong **relationships**, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned. Being consistent with **responses** is also key.

Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent.

We aim to ensure that students have clear boundaries reflected in our behaviour expectation framework (above). A common language is used across our school communities, providing consistent

responses where behaviour is unreasonable. Restorative practises are adopted to enable students to repair and maintain any relationships that have been damaged.

Learner Support Team

The learner support team provide pastoral interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe manner. Where possible it is always our aim to put students back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

Interventions, Sanctions and Strategies

Staff work towards gaining and sustaining good relationships with students. Once a relationship has been built then staff are likely to use specific strategies that they know are most likely to bring about a positive response from the student. Strategies that have proved successful at Aspire are as follows.

- Separating the behaviour from the student
- Actively build trust and rapport
- Modelling good behaviour
- Following up issues that count - remembering the consequences are inevitable
- Provide opportunities for reparation where damage has been caused
- Work to repair and restore relationships
- Giving time to reflect on previous behaviour and allowing students to make positive changes

Through our CPD programme and evidence based research we have developed a wide range of strategies to meet the behavioural challenges of our students.

Interventions are based around our students being given opportunities to repair and restore damage they may have caused, relationships that may have become volatile and behaviours that have placed themselves and/or others at risk.

Further information regarding our expectations of staff conduct in relation to behaviour management is found as an appendix at the back of this policy.

Exclusion

Our aim is to ensure that every alternative is considered before the decision to exclude on a fixed term basis is made.

The vast majority of behaviour is managed in school however; on occasion, a student might be required to leave school premises. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

There are a number of more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. Each case is an individual case, we do not take exclusions lightly. These include:

- Verbal or physical abuse of staff / students
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon

- Substance misuse and/or possession of drugs
- Deliberate damage or theft of property
- Smoking in or around the building

A decision to fixed-term or permanently exclude a student can only be made by the Headteacher, or, in their 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.

[Aspire adheres to DFE guidance 'exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion'. Sept 2017]

Staff Communication

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to make expert use of SIMS to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise prevented or prepared for.

Daily briefing and debrief sessions are held to communicate any issues or concerns with staff.

Restrictive Physical Intervention (RPI)

Team Teach is the approach adopted by Aspire to manage challenging and aggressive behaviour. Our staff will be trained in this approach and receive regular refresher training.

There may be occasional circumstances in which a student's behaviour is so challenging that there is no alternative other than to use 'force'. However, the use of force in managing challenging behaviour should only be used when **necessary**, should be **reasonable** and **proportionate** and should always be **in the best interest of the young person**.

The basic philosophy of the approach is as follows:

- 95% or more of all incidents should be managed without recourse to physical intervention
- It is a flexible framework of responses stressing a holistic approach
- De-escalation of situations is a priority
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

Record & Respond

All incidents of positive handling are reported, recorded, monitored and evaluated. Any injury sustained during an incident involving positive handling is reported to the Parent/Carer, Headteacher and the Local Authority (LA). After receipt of the information, the LA will decide if they wish to further investigate the referral. Where RPI is used it will be recorded in a bound and numbered book that are held at each site.

Both the Department for Education (DFE) and Department of Health (DOH) issue clear guidelines for the use of physical intervention and the use of reasonable force.

Additional information specific to individual students is held to help support our strategies for behaviour management. These include a Personalised Support Plan (PSP) to follow a student's progress, a Risk Assessment for all students, a Behaviour Assessment when considering a student returning to mainstream.

We are always mindful of our Health and Safety responsibilities and will consider restricting a student's curriculum if Health and Safety is compromised.