



## Behaviour Policy

Who is responsible	Head teacher (Principal)
Statutory policy	Yes
Review timescale	Annual by Local Governing Body
Last review	May 2019
Created on	December 2009
Next review	May 2020
COVID-19 Amendment	March 2020

**This Wellsway Multi Academy Trust Policy has been adapted for:**

**Aspire Academy**

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## **Aspire Academy Behaviour Policy**

### **1. Rationale**

This policy provides a positive, consistent approach to behaviour, which supports the aims of the Academy.

### **2. Purpose**

The Academy's aims and objectives are designed to guide the Academy towards what it believes to be important. Our policy is based on two core expectations of our whole community, these are co-operation and respect.

#### **Aims:**

- A stimulating and supportive learning environment which is safe and purposeful.
- To enable access to learning and success, celebrating individual achievements.
- To provide staff with support and guidelines in dealing with behaviour.
- To encourage self-awareness and an understanding of responsibility to others within the Academy and community.
- Preparing students for life in the wider community and taking responsibility for their own behaviour.
- To make our students aware that:
- Disruptive and undisciplined behaviour is unwanted and offers no real gains to their lives
- We cannot begin to support them on the path to independent learning without their co-operation and respect
- We cannot accept violence and harm to themselves or others and we will take action to challenge this on all occasions

At Aspire Academy we promote positive behaviour in a climate where students can access the curriculum, achieve success, enjoy learning and participate in activities which facilitate academic, social and personal development. Behaviour and learning are seen as interdependent not separate. As a staff we aim to provide a secure, enjoyable learning environment so that students who exhibit challenging behaviour are clear about the Academy expectations and the consequences of poor behaviour.

#### **Our behaviour policy will support these aims by:**

Showing and encouraging respect and tolerance for themselves, each other and their surroundings.

- Valuing the contribution of each person in the team.

- Working in partnership with parents/carers/governors to achieve our aims.

**We believe that:**

- The encouragement and reinforcement of good behaviour is a collective responsibility.
- Every child/young person and adult has the right to feel safe and unthreatened by verbal or physical abuse.
- Children/young people and adults should be fully aware of the consequences of unacceptable behaviour.
- Where a child/young person's understanding is limited, we will work together towards encouraging greater understanding and awareness.
- It is important to work collaboratively with parents/carers and other professionals.
- Restorative justice resolves conflict and repairs harm by students acknowledging the impact of what they have done.

**3. Students**

Students are encouraged to:

- Respect themselves, each other, adults and their surroundings.
- Enter and leave the classroom sensibly and complete work tasks. Respect all property and resources.
- Look after one another by letting an adult know if they are worried about another student.
- Resolve disputes without violence.
- Refrain from name-calling and other malicious activities.
- Co-operate with staff.
- Accept help from staff to resolve conflicts.

**4. Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and are responsible for the behaviour of students. They have the closest knowledge of the students in their care and will wish to build up a relationship involving mutual support, trust and respect.

Students will be supervised on arrival at the Academy and during morning and lunch time breaks in order for staff to promote and model positive behaviour during unstructured times of the day.

**We expect that staff will:**

- Positively reinforce models of good behaviour.
- Provide students with a framework of behaviour, which supports the Behaviour policy.
- Allow time for discussion and/or visual strategies about positive and negative behaviour.
- Keep records of positive/negative behaviour where appropriate via CPOMS MIS.

- Keep parents/carers informed about issues concerning behaviour either through a home/Academy diary, a telephone call, a letter, or an interview with a member of the Senior Leadership Team.
- Keep the Academy's governing body informed regarding issues concerning behaviour management through the Head Teacher.
- Offer staff mutual support.
- Use teaching and learning methods and strategies to enable students to access the curriculum, enjoy learning and achieve success.
- Ensure students understand behaviour expectations.
- Apply behaviour management systems consistently and fairly.
- Log positive and negative incidents on CPOMS – the aim is to log more positive behaviours and build pupils' self-esteem.

## **5. Parents/Carers**

We would like parents/carers:

- To be involved and support the Academy in meeting our aims.
- To feel confident that their child is happy and safe at Academy.
- To be informed about and fully involved in all aspects of their child's schooling including behaviour.
- To attend meetings, where necessary, to discuss and support their child's progress.

## **6. Governors**

Governors will:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour through termly Head's Report.
- Support the Head teacher and staff in the implementation of this policy.
- Play a full and active role in ensuring the Academy's aims are met.

## **7. Unacceptable and challenging behaviour**

- Unacceptable behaviour is that which:
- Makes anyone in the Academy feel unhappy or threatened.
- Subjects anyone to violence, aggression or verbal abuse.
- Damages property.
- Prevents teachers from teaching and other students from learning.
- Places students or staff in physical danger.
- Produces self-injurious behaviour.

For any students whose behaviour remains challenging, regular reviews of student IEPs will support their development. This will include the parents/carers so that their understanding and co-operation is ensured.

## **8. Roles and Responsibilities**

The encouragement and reinforcement of good behaviour is a collective responsibility. It is hard not to feel personally threatened when being challenged by a student so it is important to take a shared responsibility for behaviour within the Academy and support colleagues.

If a situation arises where it is felt that additional support is required a member of the Senior Leadership Team should be contacted for assistance.

## **9. Working with Parents/Carers:**

We believe that it is important to work with parents/carers collaboratively. Communication with parents is vitally important to us and staff aim to contact parents/carers on a daily basis. We believe it is often better to discuss a behaviour issue rather than writing to parents.

The Academy would always wish to work collaboratively with parents/carers to agree strategies to best support their child's development.

## **10. Multi-Professional Working:**

Following the assessment process other professionals may be invited to offer support and advice. Some of the behaviours displayed by students are driven by complex social, emotional and health problems so the use of multi-agency working needs a coordinated approach.

- Educational Psychologist
- School Nurse
- Speech Therapist
- Music Therapist
- L.A SEND Team
- Social Care
- Focus Counselling
- Mentoring Plus Project / Compass Project / Project 28 / Bath Area Play(BAP)/Wansdyke Play Project / Trauma Recovery Centre (TRC) / Kandu Arts / Lark Rise Farm / Horseworld / SportingFamilyChange

## **11. Rewards**

Staff should positively reinforce appropriate behaviour. When giving rewards to students we should make it clear why we are rewarding with the intention of making the child aware and of sending appropriate signals to other students. Effective praise helps the child appreciate how achievement is helped by their attitude; it acknowledges effort; focuses attention on relevant behaviour and fosters motivation.

Rewards we give include:

- Approving look/sign/smile.

- Verbal and written praise.
- Stars/Stickers
- Certificates.
- Informing parents/carers. Sharing work with other adults at Academy.
- Display of work.
- Favourite activities.
- Choosing time
- Termly Rewards trips

## **12. Celebrating Success**

Achievement is recognised as part of our celebration assemblies on a weekly basis. Certificates are given out in the assembly and copies of these added to our "Wall of Fame". The staff nominate students for certificates and they are produced in advance of the assembly. Regular phone calls home are made to celebrate successes.

## **13. Sanctions**

When applying sanctions it is important to always maintain a student's self-esteem and make it clear that it is the behaviour that is unacceptable never the child/young person.

Sanctions we may use include:

- A disapproving look/language indicators – "Please don't do that".
- Waiting for silence in the classroom.
- Rewarding positive behaviour of others.
- Withdrawal of privileges
- Use of Teaching Assistant/HLTA to support work with students.
- Time out
- Break time/Lunchtime / After Academy detention – (parents/carers will always be consulted about the use of after Academy detentions).
- Internal exclusion / Contacting Parents/Carers.
- External Exclusion
- Permanent Exclusion / Negotiated Change of Placement.

**COVID-19 Amendment:** *Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.*

## **14. Serious Incidents**

- Staff need to judge the level of danger (assess the risk) and act accordingly. (Danger to child, others, staff, equipment or buildings). This may include informing the police.
- Remove child/young person from the situation or the situation from the child/young person if necessary. It may be necessary to remove the rest of the students from a room to avoid physical intervention.
- Request support if required.
- Allow the child/young person (and staff) time to calm down. This will vary dependent on the incident and the needs of the student.

- Record all serious incidents in the incident log book which is in the Heads of Centre offices.

## 15. Physical Intervention and Restraint

Aspire Academy has followed the guidance of the 2019 'Reducing the need for restraint and restrictive intervention' document for children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings.

Despite creating the right environment opportunities, the nature of some students will mean that there will be times when challenging behaviour occurs. Restraint may be necessary to safeguard the individual and/or others from serious injury or harm, and sometimes it will be the only realistic option, for example to prevent a child from running into a busy road. All students have a risk assessment and a Positive Handling Plan (PHP). These are reviewed a minimum 3 times a year – more frequently if circumstances change and/or restraint is used.

At Aspire we aim to promote a positive and proactive approach to behaviour, including de-escalation techniques appropriate to the child or young person, to minimise the likelihood of or avoid the need to use restraint.

To this end all staff are Team Teach trained. Team Teach training is designed to help staff manage aggressive, violent and self-injurious behaviour which may occur in a crisis episode. The main focus of the training(95%) is on assisting students to maintain self-control and for staff to engage in de-escalation and other methods of preventing crises through the use of calming verbal and non-verbal techniques. The Team Teach strategies taught enable staff to give consideration to all other possibilities for defusing the situation. In extreme cases, if a student is at risk to themselves or is posing a risk to others the following types of physical intervention may be used. This constitutes only 5% of Team Teach training. The following Team Teach strategies can be used in more extreme situations:

- Caring C guide, Help Hug, Cradle Hug, Standing Double Elbow, Half Shield, Sitting Double Elbow(single person), Standing Sitting Elbow (two person), Sitting Single Elbow (two person), Figure of Four (two person), Advanced Front Ground Recovery (three person)

Staff use their professional judgement to decide if restraint is **necessary, reasonable and proportionate**. This involves making a dynamic risk assessment, taking account of the needs of the child or young person (including as set out in any relevant behaviour support plans drawn up for them) and the circumstances of each case, including the availability of alternative approaches to restraint. When considering whether to use restraint with a child or young person, staff should ask themselves:

"At this moment what is in the best interests of the child and/or those around them, taking account of the risks presented?"

Staff will be mindful of:

- The location of the incident and the potential for the restraint to be carried out safely.
- The age/physique and known medical condition of the student and the staff.
- The scope to involve another adult to assist and supervise.
- The clothing being worn by staff who are safe-handling , together with any jewellery or spectacles,

- Hearing aid.
- Any previous experience by the student of restraint and predictable reaction.
- The presence of any weapon.

During any incident the staff should:

- Offer verbal reassurance to the student.
- Keep calm but firm.
- Cause the minimum level of restriction of movement.
- Reflect the danger of any accidental injury.

If a student needs to be safe-handled, they are guided to the Quiet Rooms as soon as practically possible. Once there, they are monitored at all times and supported to calm down and address the situation which made them angry.

*COVID-19 amendment: Staff should follow the same principles identified above with the consideration that there is an additional risk of infection that is increased during physical contact and closeness. Physical intervention should only be used as a last resort and when the dynamic risk assessment shows that to not intervene would be a greater risk to the student or others.*

#### **After the incident the adult (s)/student should:**

Following an incident involving physical restraint a record should be made by staff and by any other adult who was present. This record should be kept in the Academy's Incident Log book in Heads of Centre offices. All records need to be signed by a member of the Senior Leadership Team. Incidents are also logged onto CPOMS.

Following any serious incidents, both the student (where appropriate) and the member of staff involved should be given the opportunity to discuss it with another member of staff.

*COVID-19 amendment: After the incident involving physical intervention, staff and student should ensure they clean their hands and any area that came into contact. Clothing should also be changed. Clothes should be placed in a tied bag and cleaned.*

### **16. Personal Handling Plan (PHP)**

An individual PHP is useful for agreeing how behaviour is to be managed for a child so that there is consistency throughout the Academy. It encourages staff to consider proactive and reactive strategies and any physical interventions that may be required. For a child who has to be held on a regular basis, this will be either a separate document or form a significant element of their IEP.

### **17. Resources**

- Support from staff – including the MAT, School nurse, parents/carers, and governors.
- Access/referral to Social Care, Health Services, Child and Adult Mental Health Service (CAMHS), Mentoring Plus, Compass, Project 28, TRC, Police, YOS (Youth Offending Service)

## 18. Exclusion

The Governing Body and the Head Teacher retain the right to exclude a student from Academy should this be deemed necessary. Exclusion only happens when the nature of the student's behaviour is found to be a threat to other students and/or staff. Should this occur there is active involvement both with the Local Education Authority and with other agencies to ensure that parents/carers and child/young person are supported through this process. Parents/Carers will receive verbal and written notification of exclusion which states the nature of the exclusion.

*COVID-19 Amendment: Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.*

## 19. Racist Incidents

Any racist incidents should be reported to the Head teacher or member of the Senior Leadership Team. The following procedure should be undertaken.

- Discussion with students.
- Victim counselled.
- Formal discussion / Senior Leader involved
- Parents/carers informed.
- Report to Local Education Authority and Governors – use Racist, Homophobic or Disabled Incident Reporting Form.
- Sanctions used if appropriate.

## 20. Health and Safety

Health and Safety issues are described fully in the Academy Health and Safety policy. It is important to carry out a risk assessment in all situations involving challenging behaviour. It is the responsibility of each adult to report Health and Safety issues without delay. Injuries and medical support to staff or pupils is recorded.

*COVID-19 Amendment: All pupil Risk assessments have been updated in light of the COVID crisis.*

## 21. Out of Academy Visits

We encourage participation in organised visits out of the Academy which aim to enrich the curriculum and personal development. A change in environment may create insecurity for some students and could lead to unacceptable behaviour. Decisions need to be made at the planning/risk assessment stage to involve extra support or an alternative activity.

## 21. Professional Development

All staff should have equal access to training where appropriate.

## **22. Review**

In order to ensure effectiveness, the behaviour policy will be monitored and reviewed annually.