



ASPIRE
ACADEMY

Behaviour Policy

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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 based on the core expectations of our whole community, these are equal **opportunities, collaboration, aspiration** and mutual **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:
 - It is not acceptable to disrupt the learning or experiences of others.
 - Their cooperation and respect is essential in order for staff to support them on the path to independent learning
- Create an environment free from derogatory and discriminatory language were students conduct themselves respectfully towards members of the school and wider community
- Our duty of care to all members of the community means that we will take action to challenge violence and poor behaviour on all occasions

At Aspire Academy we promote positive behaviour in a climate where students can access the curriculum, experience success, enjoy learning and participate in activities which facilitate academic, social, emotional and personal development. Behaviour and learning are seen as interdependent not separate. As a staff we aim to provide a secure, enjoyable learning environment where students are aware of the rewards and understand the consequences of unsuitable behaviour.

Our behaviour policy will support these aims by:

Showing and encouraging respect and tolerance for themselves, others and their surroundings.

- Valuing the contribution of each person in the team.

- Working in partnership with parents/carers/community partners/governors to achieve our aims.
- Providing equal opportunities for all students whilst supporting their complex needs.

We believe that:

- Positive relationships are essential to developing positive behaviour
- Every interaction is an intervention and every interaction is important
- 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 any form of abuse.
- Children/young people and adults should be fully aware of the consequences of unacceptable behaviour.
- Where a child/young person experiences barriers due to their complex needs, we will work together to encourage greater understanding and awareness.
- It is important to work collaboratively with parents/carers and other professionals.
- Restorative justice resolves conflict and repairs harm by allowing students to acknowledge the impact of their actions.
- Behaviour approaches should have due regard to trauma and its effect on young people

3. Students

Students are expected to:

- Respect themselves, each other, adults and their surroundings.
- Enter and leave classrooms calmly and complete work tasks.
- Respect all property and resources.
- Support themselves and others by letting an adult know if they have concerns.
- Conduct themselves in a manner which does not disrupt the learning and experiences of others.
- Accept support, in order to resolve disputes without aggressive incidents.
- Work to the best of their ability.

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.

Staff will report all instances of poor behaviour through the daily behaviour and monitoring system or on CPOMS. The daily behaviour and monitoring system used in the secondary centre is monitored weekly and responded to by the Behaviour and Engagement Lead. The data is stored on the staff accessible secure drive (T drive).

There are opportunities throughout the day for staff to model positive behaviour and build relationships. As such students are supervised on arrival at the Academy and during morning and lunch time breaks.

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 and the daily behaviour and monitoring system in the secondary centre.
- Keep parents/carers informed about issues concerning behaviour either through a home/academy diary, a telephone call, a letter, or an interview with the tutor or member of the Senior Leadership Team.
- Keep the Academy's governing body informed regarding issues concerning behaviour management through the Principal.
- Offer staff mutual support either through informal or formal means such as Probationary period.
- Use teaching and learning methods and strategies to enable students to access the curriculum, enjoy learning and achieve success.
- Ensure students understand behaviour expectations through regular reminders and challenge
- Apply behaviour management systems consistently and fairly.
- Log all incidents of positive and negative behaviour through identified means.

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, threatened or unsafe.

- 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.
- Does not allow for students and staff to be individuals and prevents them from learning in a fair and calm environment.

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. Using information from education, health and care plans as well as behaviour logs and staff experiences with students we develop risk assessments, behaviour plans and potential personal handling plans. These enable staff to safety and appropriately support students to access learning and social situations at Aspire

8. Roles and Responsibilities

The encouragement and reinforcement of good behaviour is a collective responsibility. If a situation arises where it is felt that additional support is required a member of the Senior Leadership Team or the Behaviour Manager/Team should be contacted for assistance.

The Behaviour Manager/team will: -

- Co-ordinate behaviour approaches across the school
- Monitor behaviour incidents across the school
- Support the implementation and review of individual behaviour plans with relevant staff
- Lead in the delivery of conflict resolution
- Lead in delivering sessions aimed at resolution and restoration
- Deliver behaviour strategies for new students from EHCP and Risk assessments.
- Co-ordinate between school, home and external agencies
- Report findings from monitoring activities to the SLT
- Take a lead in rewards sessions
- Communicate with parents and carers as required

9. Working with Parents/Carers:

Communication with parents is vitally important to us and staff aim to contact parents/carers on a daily basis. 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 mental health needs so the use of multi-agency working often requires a coordinated approach.

Aspire academy will work closely with the following professionals

- Educational Psychologist
- Speech and Language
- School Nurse
- Music Therapist
- Local Authority SEND Teams
- Social Care
- Focus Counselling
- Mentoring Plus
- Project 28
- Youth Offending
- Youth Connect
- Compass
- Bath Area Play(BAP)
- Sporting Family Change

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 student aware and of sending appropriate signals to other students. Effective praise allows the child to 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
- Star of the Week.
- Informing parents/carers.
- Display of work.
- Favourite activities.
- Weekly rewards options and choosing time
- Termly rewards trips

12. Celebrating Success

Achievement is recognised as part of our assemblies on a weekly basis. Certificates are given out in the assembly and in Primary copies of these added to our "Wall of Fame". 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 student/young person.

Sanctions we may use include:

- Withdrawal of privileges.
- Time out

- Break time/Lunchtime / After Academy detention – (parents/carers will always be informed of the use of after Academy detentions).
- Internal suspension
- Suspension
- Managed move
- Permanent Exclusion / Negotiated Change of Placement.

14. Serious Incidents

- Staff need to judge the level of danger (assess the risk) and act accordingly. (Danger to student, others, staff, equipment or buildings). This may include informing the police.
- Remove student/young person from the situation or the situation from the student/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 student/young person (and staff) time to calm down. This will vary dependent on the incident and the needs of the student.
- Record all incidents on CPOMS

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.'

Physical intervention is only ever used as a last resort approach and when risk assessment identifies student or staff safety is jeopardised.

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

Despite creating the right environment opportunities, the needs of some students will mean that there will be times when challenging behaviour occurs. Physical intervention or Restraint may be necessary to safeguard the individual and/or others from serious injury or harm. 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.

Please refer to the Aspire [Positive Handling Policy](#) for more information.

16. Personal Handling Plan (PHP)

Individual PHPs are used for agreeing the best way to manage behaviour for a student so that there is knowledge and consistency throughout the Academy. It emphasises that staff should consider proactive de-escalation strategies before reactive strategies and any physical interventions that may be required. This will be either a separate document or form a significant element of their IEP. Creation of all documentation is shared with the student and the parent/carer.

17. Suspension

Suspension from school takes place when the Principal decides that:

- The pupil's behaviour persistently and seriously compromises the wellbeing of themselves and/or others.
- The pupil represents a serious risk of harm to themselves and/or others.
- The pupil has engaged in criminal damage or physical assault. This may mean the involvement of the Police as well.
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- The pupil has engaged in any illegal activity including the use of illegal substances.

It is expected that most suspensions will be for 1-5 days only. The exclusions will normally only be long enough to convey the seriousness of the offence to the excluded pupil and to others in the school. The suspension will also allow the student time and space to recover and reflect after the incident and allow staff to do the same and make any plans necessary for the student's reintegration.

The Principal has the responsibility to ensure that discipline and health and safety standards are maintained and only the Principal can exclude a pupil from school, (unless the head is absent from school, in which case the power rests with the Assistant Principal, who should make clear that they are acting in the Principal's absence).

Procedure Suspensions:

- Information will be gathered from all concerned before any decision is taken.
- Staff will be interviewed by a member of the Senior Leadership Team.
- An accurate account of the event will be placed on CPOMS.
- A decision will be taken as quickly as is possible. However, the final decision relating to the length of the exclusion might be taken during the suspension period. Parents will be notified as soon as possible.

Should a suspension 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 suspension which states the nature of the suspension.

18. Racist Incidents

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

- All information gathered
- Victim counselled.
- Formal discussion / Senior Leader involved
- Parents/carers informed.
- Report to Local Education Authority and Governors – use Children and Young People - [Serious Equality Incident Report Form \(SEIRF\)](#)
- Sanctions used if appropriate and following discussion and review of reports.

18. Sexual violence and harassment

Sexual violence will be considered as the unwanted penetration or touch of a sexual nature as it is set out in Sexual Offences Act 2003. It is important to consider consent in

the context of sexual activity. Consent is about having the freedom and capacity to choose.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape
- Touch of sexual nature without reasonable belief of consent is sexual assault

Sexual harassment can be considered as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone or interfering with someone's clothes
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos
 - taking and sharing nude photographs of U18s is a criminal offence
 - sharing of unwanted explicit content
 - up-skirting (is a criminal offence)
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats

Sexual violence and harassment (as set out above) will be immediately challenged by staff to create a culture that will recognise and not tolerate inappropriate behaviours and provide an environment that is supportive to all students.

Responding to an incident of sexual harassment or sexual violence.

Step 1 – Record the incident using CPOMS report to the Designated Safeguarding Lead or Deputy in line with safeguarding and child protection procedures.

Step 2 – The DSL will consider the following:-

- Ages of pupils/students / developmental stages
- Is there a power imbalance?
- One off or sustained pattern?
- Has a criminal offence been committed? If yes, contact the police

Step 3 - If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils/students involved. This may involve: -

- Dealing with the incident internally under the school's behaviour policy
- Considering Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)

- Making a referral to children's social care if the victim has been harmed, or is at risk of harm
- Making a referral to children's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours)

Aspire Academy will provide relationship and sex education through Personal, Social and Health Education (PSHE) lessons. This is to support students developing understanding of healthy relationships, acceptable behaviour and keeping themselves safe.

19. Health and Safety

Health and Safety issues are described 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 always recorded.

20. Out of Academy Visits

We encourage participation in organised outside/off-site visits 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. Trips and visits should be provided that are accessible to all children. All trips monitored, checked and are signed off by the Educational Visits Co-ordinator (EVC).

Please refer to the Educational Visits Policy

21. Professional Development

All staff will have equal access to appropriate training for their role which may include:

- Thrive
- Safe Handling
- De-escalation strategies
- ELSA (Emotional Literacy Support Assistant)
- Emotion Coaching
- Restorative Justice

22. Review

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

Appendix 1

Secondary Behaviour System

In the Aspire secondary centre behaviour during the day is logged on weekly sheets.

Expectations

Student behaviour is graded after each lesson according to a set of behaviour targets displayed in every classroom and around the school.

We grade each lesson as:-

O = OUTSTANDING

G = GOOD

V = VARIABLE

P = POOR

Our EXPECTATION is that students should aim to achieve at least a 'GOOD' mark in each lesson and achieve this standard in at least 70% of lessons during a week. The chart below gives a breakdown of these categories and is displayed in class rooms and corridors around the building.

In practice

Teaching assistants will carry the sheets between lessons and hand them to the teacher. During the lesson teachers will observe student's behaviour and efforts in learning. The teaching assistant will support those observations by feeding back their own assessments of students to the class teacher. At the end of the lesson the class teacher will give scores to students and briefly tell each of them why they have been awarded their score. Staff can use these scores to support students with reflecting on their progress in school, celebrating success and identifying where there might be issues.

Behaviour sheets run from a Friday to a Thursday on the following week. On a Thursday after school teaching assistants will tally up the scores of each student in their key group and feed the weeks scores back to the Behaviour lead. Teaching assistants can then update the Excel document on SharePoint to collate data.

Rewards

On a Friday morning students who have earned 'good' and 'outstanding' in at least 70% of their lessons will be able to choose from a variety of reward activities. At the end of each term the data from SharePoint will give them an end of term percentage and those with over 70% 'good' or 'outstanding' will be able to choose from a selection of better rewards. Rewards may include activities such as cooking, sports and games on a weekly basis and at the end of term activities such as pool, go-karting and mini golf.

Sanctions

If students display negative behaviour, fail to attend lessons or do not attempt their best effort at tasks they might be given sanctions. These sanctions can include break, lunch and afterschool detentions, calls home to parents and a loss of privileges; such as the use of their mobile phones while on offsite travel and activities.

If students are awarded less than 70% of their lessons at 'good' or 'outstanding' they will complete catch up work from missed lessons on a Friday instead of having reward activities. If they have completed all of their missed work they can choose to do 'community service' at the school and undertake tasks that will benefit the site and school community such as tidying and organising. Alternatively, they can do supplementary work to complement their learning.



Behaviour Targets

Expectation for all		Below expectation	
To be OUTSTANDING I must	To be GOOD I must	To be VARIABLE I must	I will get a POOR If I
Arrive on time and settle straight away	Arrive on time and settle quickly	Not be more than 5 minutes late without a good reason and settle	Arrive late without a good reason and do not settle
Complete all the work and attempt to challenge myself	Complete all the work to the best of my ability	Complete most of the work expected of me	Refuse or not try hard enough to complete work set

Be very respectful to people, property and the environment	Be respectful to people, property and the environment	Be quite respectful to people, property and the environment	Am disrespectful to people, property and the environment
Work independently or with others and help make the lesson enjoyable	Work independently or with others respectfully	Work respectfully most of the time	Do not work respectfully by disrupting the learning of others
Stay on task and remain in the lesson	Return to class if I leave a lesson and then complete work	Leave the lesson and refuse to return to class but work with staff outside	Leave the lesson and refuse to return to class or complete work