

Aspire Academy

Positive Learning and Behaviour Policy

September 2021



*The Local Governing Committee has agreed that these procedures will be reviewed every year. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2022**.*

Our Ethos and Values

At Aspire our ethos is to develop the individual moulding independent learners and confident young minds.

We aspire to be a community founded upon mutual trust where everyone is loved and respected for who they are. We believe that in working together we can accomplish more than we could alone.

Values:

As an Alternative Provision Academy, our core values are empathy, courage and community:

- **Empathy** is essential to human life and lies at the heart of all successful relationships. Empathy is an unspoken language that we aim to teach and develop in others. In this way we develop self-awareness and depth of human engagement;
- **Courage** is a trait that needs to be developed in everyone. Life throws many challenges at us and we need to be prepared to face those challenges through developing deep personal reserves. We believe that developing individual strength and conviction enables students for the rest of their lives;
- We aim to be an **inclusive community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As an Alternative Provision Academy, we aim to:

- Treat learners, staff and visitors with respect;
- Incorporate and promote the values behind the academy in all we do;
- Instil a sense of self-worth and value in every learner;
- Encourage learner participation in the planning and the running of our Academy wherever possible;
- Encourage emotional literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

Positive Learning and Behaviour

Statement of Policy

The behaviour policy is rooted in the Christian principles of forgiveness linked to agreed changes of behaviour, with students given the opportunity at all times to make positive choices and repair damaged relationships. Achievement and faculty-based teams of staff will systematically reflect on barriers to learning and will take responsibility for developing innovative ways of better matching learning arrangements to students' individual needs. However, students who persistently refuse to abide by the agreed standards of expected behaviour will be subject to procedures detailed in the relevant Academy policies which will include fixed term and, in exceptional circumstances, permanent exclusion from the Academy.

Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on a yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be September 2022.

Introduction

Aspire Academy is committed to removing barriers to learning by providing an environment in which every student can safely access all the learning opportunities provided by the Academy and in which effective teaching and learning can take place.

Aspire Academy is also committed to improving opportunity in and for the wider community by encouraging students to develop the skills and behaviour that will allow them to take a positive, pro-active role outside as well as in school. This policy determines the boundaries of what is acceptable behaviour, outlines how those boundaries will be fairly and consistently applied and describes the system of rewards and sanctions related to acceptable and unacceptable behaviour.

Positive Learning

Aspire Academy wants its students to be ready to take up the challenge of being excellent citizens and workers, able to adapt and apply their skills in ways that will make them truly useful members of society.

Positive Learning is about personal development, with a focus on individual learners and their ability to develop the kinds of behaviour and skills that will allow them to respond effectively to the ever-changing world in which they live.

Staff will model appropriate behaviour, showing what it means to be an effective learner, rewarding achievement and encouraging the removal of barriers to learning. They will, wherever possible, use the language of 'choice' to de-escalate and depersonalise potential conflicts, emphasising positive messages about learning, rather than having negative discussions about behaviour. Teachers will select activities and arrange the learning environment to provide an interesting, stimulating, engaging and exciting curriculum experience.

Staff will encourage students to learn about learning; helping them understand how their learning habits can change, and supporting them to do so. They will routinely convey messages about learning through formal and informal language during everyday activities and interactions. They will use the language of learning to aid students' understanding of the links between behaviour and learning.

Barriers to Learning

Barriers to learning include:

- Entering the learning environment unready to learn;
- Preventing others from managing distractions;
- Allowing frustrations to damage learning;
- Adopting ideas, attitudes and behaviour inappropriate for a learning environment, in particular, contempt or disrespect for others' opinions, beliefs, background, race, religion, gender or sexual orientation; and
- Spoiling or regularly detracting from team learning.

Dealing with Barriers to Learning – using the language of "choice"

On identifying a barrier to learning, the staff member present will use exact language with the student concerned to describe the specific behaviour or poor choice made, and will advise about the good choice that should now be made.

If that advice is acted upon within a reasonable time and a good choice is made, the member of staff will praise the student appropriately. At this stage, students should be made aware of the consequences for not co-operating. This may include a short conversation on how to "Replay the Situation" at the earliest possible opportunity, delivered by the classroom teacher or tutor. The aim of the session will be to help the student focus on how to make positive choices in the future, rather than to 'harp on' about the incident itself. During this conversation a Restorative Practise Log will be completed by the student, this will be supported by a member of staff.

If that advice is not acted upon within a reasonable time or it is not appropriate for the student to be offered further opportunities to modify their behaviour, the member of staff should complete a red slip on the E-Praise system, and call for support to help to resolve the situation.

The member of staff dealing with the incident will not challenge the student in question immediately. They should, using the individual strategies for students approach the issue when a chance of a positive outcome or resolution is most likely. Ideally, the student will then respond positively, a “good choice” conversation will take place with a view to their adopting effective strategies for learning and rebuilding positive relationships.

If the student can articulate how their behaviour will change and show a willingness to put matters right, the member of staff will make a judgement about returning the student to their lesson. At the end of the lesson or earliest possible opportunity, the tutor will reinforce the message about positive choices with the student in a “Replay the Situation” (RTS) conversation, during which s/he will ensure that the student has understood the relevant work.

If the student refuses to go with another member of staff or, having gone there, continues to maintain barriers to learning, a member of the SLO’s or Senior Staff will be called to remove them. Decisions about how best to deal with the incident can be made by the end of the day at the latest. Details of the incident will also be entered onto E-Praise by an SLO. The senior member of staff will inform the member of staff of the outcome.

If a student has had to be removed, the tutor or Head of Key Stage will convene a parental meeting and ‘lesson text’ will be put in place for the following day, depending on the circumstances it may be appropriate for the meeting to be led by the tutor. Should this happen more than twice in a week, the matter will be referred to the Key Stage Leader and another parent meeting will be arranged. Parent collection may be put in place, for an agreed amount of time.

If a student continues to put up barriers to learning whilst in such a session, they will be referred to a member of the Senior Leadership Team to consider alternative actions which may result in a parent contract, home education or a fixed term exclusion.

Where a student is alleged to be responsible for serious misconduct, whether inside or outside the Academy in circumstances where Aspire Academy may be brought into disrepute, the misconduct will be brought immediately to the attention of the Assistant Vice Principal to consider what action should be taken. Whether or not the reported circumstances amount to serious misconduct will be a matter for the Principal’s professional judgement, as will the relevance of any sanction to be imposed.

Serious Misconduct includes, but is not limited to:

- Physical violence or assault against a fellow student or staff member;
- Threats of violence or assault against a fellow student or staff member
- Foul or abusive language towards a staff member
- Bullying against a fellow student
- Theft on school premises

- Serious damage to school property
- Refusing school discipline; and
- Deliberately presenting a Health and Safety risk, whether to themselves, fellow students or staff members.

Parental Involvement

No student will be excluded from the school without prior arrangements for their safe conduct being agreed with the relevant parent or carer.

Parental meetings to review an Individual Support Plan will be convened in every case of exclusion before the student is allowed to return to the School.

Where appropriate, Parenting Contracts will form part of an Individual Support Plan, whether or not a student has been excluded from the Academy. Parenting Contracts will only be implemented with the approval of the Vice Principal and after consultation with the relevant Key Stage Leader. All such contracts will be set up, monitored and reviewed through the Key Stage Team.

Monitoring, Evaluation and Review

Demerits will be completed for students causing disruption or displaying inappropriate behaviour within the academy. Demerits are completed online using the EPraise behaviour management system.

Any issues will be raised by tutors through debrief at the end of each day, enabling them to play a proactive role in encouraging their tutees to make positive choices.

The Assistant Vice Principal along with the Heads of Key Stage, will monitor adherence to this behaviour policy through regular meetings, reviewing individual cases with Senior Staff members and each term, with the Principal, evaluate its effectiveness in supporting organisational strategy and objectives.

Key Message:

The Positive Discipline Policy is only one aspect of increasing student motivation. High quality teaching and learning, a relevant curriculum, an inclusive and supportive pastoral system and effective communication with parents are also essential.

The success of the Positive Discipline Policy relies on:

Professionalism

The school has equal expectations for all students. Well planned, interesting and challenging lessons engage students. Good classroom management and a calm and sensitive approach to students who are known to be 'challenging' or who have difficult home circumstances will help to minimise problems.

Consistency

Everyone must use rewards and sanctions consistently.

Members of staff who fail to do so will make things difficult for themselves and their colleagues. This will be monitored regularly as part of the system.

Good record keeping

Staff must keep records of contact and behaviour logs. These will be used during debriefs to ensure necessary support and strategies are in place for students that require it.

Aspire Behaviour Assessment Logs

All students will be subject to an ABAL assessment within two weeks of joining the academy. This will then be updated each data collection by tutors. The ABALs are a tool used to assess, monitor and track student behaviour.

Each term the Assistant Vice Principal responsible for behaviour will complete an analysis of the data collected to examine the progress made by individual students and different cohorts.

Where a student shows that they are making lower than expected progress, that student will be placed on a Behaviour Action Plan. This is an agreed approach with parents, carers and the student in order to create a monitored, personal approach to take into account any issues the student may be facing along with support and strategies that have been put in place.

The ABAL assessments support the individualised SPACE targets and strategies each student has.

SPACE

SPACE is a system that the academy uses to assess students and work with the 'whole' student.

SPACE stands for:

- Socialisation
- Participation
- Attendance
- Curriculum Performance
- Endurance

Each student has a target for each of these areas, these targets are reviewed on a weekly basis. During check out tutors will record student progress against their SPACE targets.

Expectations of Student Behaviour

- An effective behaviour management policy must have clear expectations.
- The expectations must be made explicit to all students by all staff.
- Students are expected to arrive at school on time, in correct uniform.

Uniform

If a student arrives to the academy and is not in uniform, the tutor will contact home to resolve the issue. If tutors are unable to make contact or if other issues arise tutors need to refer the issue to the SLOs. The SLOs will contact home. Parents will be told that their child is out of uniform and should change in school. Alternatively the parent could bring the correct item of clothing into the Academy. If it is not possible to contact home the student will be removed from lessons and will work either with their Key Stage Leader or under the supervision of another member of staff.

Students may also be sent or taken home to change uniform.

Only in exceptional circumstances will students be allowed into lessons if they are incorrectly dressed.

Punctuality

Students who arrive late to school will register at the main reception or the Attendance Office where a member of staff will record the reason for the student lateness.

The staff will record this on EPraise

- Sanctions
- Contact home via tutor
- Parental meetings
- Loss of privileges (Enrichment)

Rewards

1 positive point for attendance

1 positive point for arriving at the academy before 8:50am

Classroom Expectations

Expectations of behaviour are displayed in classrooms. Staff should use these to explain to students what is expected of them and as reminders when students are failing to adhere to the rules.

- Arrive to lessons on time, every time
- Sit down quietly and be ready to work at the start of each lesson
- Follow instructions given by staff
- Always listen to others
- Respect the learning of others
- Ensure deadlines for work are met
- Respect yourself
- Use appropriate language
- You are responsible for your safety and the safety of others

Around School Expectations

- Keep yourself to yourself
- Respect other people's personal space
- Be polite and respect other people's feelings
- Wear your school uniform in lessons
- Respect others and their property
- Use respectful, appropriate language
- Eat and drink only in the designated places
- Put litter into bins and respect the environment

Recognition and Rewards

The Behaviour Policy is based on the belief that the majority of students behave well most of the time.

- All staff should have high expectations in terms of work and behaviour.
- When students meet staff expectations this should be recognised and rewarded.
- Through the consistent application of rewards good behaviour is reinforced and inappropriate behaviour marginalised.
- Staff should approach each lesson in a positive frame of mind.
- Staff should look for opportunities to reward students.
- Students should be told when they are doing well.
- Praises should be used frequently and consistently.
- Criticism should be constructive and include advice on how to improve.

Positive Points

All staff will have access to technology allowing the issuing of positive points or green slips to recognise positive behaviour.

All rewards will be recorded on the EPraise system to allow effective analysis.

In lessons

Every lesson staff should award a maximum of 9 positive points to all students. Those who have fulfilled the classroom expectations will receive positive points. Staff should allow for the time needed to do this at the end of the lesson.

Additional points, green slips or a 'bonus' can be given to students who have made an exceptional contribution in terms of work or behaviour.

Students will be awarded points based on their work, attitudes and relationships. Students will only receive 9 points if they produce outstanding work, have excellent attitudes to learning and create and maintain positive relationships.

The points will be allocated for each area as follows:

Grade	Score
0	Inadequate
1	Requires improvement
2	Good
3	Excellent

Tutor time

Form Tutors give additional points to each student who has all of the following:

Correct uniform every day = 1 point

Arrives before 8:50am = 1 point

Attending = 1 point

Teachers and tutors can also award students green slips through the Epraise system. These are given to students that meet the academy Values of Forgiveness, Community or Endurance.

As students acquire positive points these build up to credits. When a student receives 500 points they will be awarded a certificate and a voucher.

Form Tutors record each student's credits on the record sheet for the form group. At the beginning of each term students make a fresh start.

All certificates awarded will be recorded on the student's positive behaviour log by the office.

Fixed term and permanent exclusions

Fixed term exclusions will be used for students who have completed all of the other levels of sanctions and still continue to disrupt the learning of other students. This is meant as the last sanction before possible permanent exclusion. Meetings with a member of senior staff, parents/carers and the student must take place before the student begins attending timetabled lessons.

Some students depending on the nature of the incident may miss out on other sanctions and have Fixed Term or a Permanent exclusion. These incidents may include:

- Threatening or intimidating behaviour to staff
- Unprovoked serious assault on a student
- Possession of or being under the influence of illegal substances
- Possession of a weapon on school premises
- Throwing item(s) down a stairwell

The length of the fixed term exclusion will depend on two factors:

- The seriousness of the offence
- The number of previous exclusions. Students may be given a longer exclusion on their second and third offences.

The Student Liaison Officers and Leadership link members dealing with the incident should do all investigations. A decision about how to proceed is then taken. The decision to exclude is the Principal's or the member of staff to whom this role has been delegated.

Once this decision has been taken parents should be contacted, and if possible, the student should be collected immediately. Confirmation in writing, giving details of the incident and the length of the exclusion should be sent as soon as possible. Parents must be informed of their legal rights.

Work must be sent home for all exclusions of more than one day. Home Education will be provided for students. A re-admission meeting involving the student, parent or carer and the leadership link should take place before the student returns to school. Details of the timing of the meeting will be contained in the exclusion letter. Prior to the meeting the office will produce a pack of information (attendance certificate, conduct log, most recent teacher assessments and what AEN stage the student is on). The meeting should review the reasons for the exclusion, set targets for behaviour and a contract will be drawn up and signed. After 2 weeks Key stage leaders will be asked to review the targets. On their return to school students will be a fresh start.

Permanent exclusions from school is a last resort when all attempts to modify a students' behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies.

Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a weapon onto school premises.

This decision can only be made by the Principal and then has to be ratified by the Governor's Discipline Committee.

Sanctions for Misdemeanours outside of lessons

Students need to have it made clear to them how they are expected to behave around school – on the corridors, in the dining room, outside in the yard and on the field. This should be done every day before students leave the sessions.

There should be regular formal reminders throughout the year.

Confiscation of inappropriate items

Members of staff within the academy will confiscate items if:

1. The general power to discipline

This enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated should be retained in a safe and secure place and returned to the student when they leave at the end of the day. Items such as 'energy drinks' may be kept or disposed of by the member of staff.

It may be necessary to retain an item from a student until a parent, guardian or appropriate adult can meet with a member of staff. The item can then be handed back to the appropriate adult.

Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers
- Fireworks
- Pornographic image
- Any article that has been or is likely to be used to commit an offence, personal injury or damage to property.

The following must be done with prohibited items found as a result of a search:

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- Further advice can also be sought in 'Screening, Searching and confiscation – advice for head teachers, staff and governing bodies'.

Positive Learning and Behaviour Policy: Covid-19 Addendum – Guidance

The principles as set out in The Aspire Academy Positive learning and Behaviour Policy remain and should continue to be followed. This addendum should not be used as a standalone document and should be read in conjunction with the existing policy. It sets out the expectations of Aspire Academy in light of the Covid-19 pandemic and the need for pupils to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them. At the heart of all decisions is our desire to maintain the care, welfare, safety and security of everyone, staff as well as pupils. Due to the size of the Academy, Aspire will consist of one 'bubble'.

This addendum follows the advice and guidelines provided by the DFE.

We expect pupils to:

- Keep their distance from adults and other children wherever possible.
- Attend in full school uniform.
- To be polite and respectful, making space for others inside and outside the building.
- To not use public transport where it can be avoided, and not to congregate in groups outside of the academy. We expect that all pupils follow social distancing guidelines at all times.
- Use equipment provided by the Academy. Should this be damaged, the academy expects that the student will bring their own.
- Sanitise hands when entering school and leaving school and then wash their hands regularly for 20 seconds each time throughout the day (hand sanitiser stations have been made available throughout school).
- Move around the school as instructed, using the one way system.
- Leave mobile phones at home.
- Try to follow 'catch it, bin it, kill it' by sneezing/coughing into tissues, disposing of them safely in the bins provided and washing/sanitising their hands immediately. Pupils must avoid touching their mouth, nose and eyes with their hands.
- Tell a member of staff (if in school) or parents/carers (if at home) if they are experiencing any symptoms of coronavirus (in particular – fever, continuous cough, loss of taste and smell).
- Only use their own water bottles.
- Use their designated toilets and follow instructions from their teacher or another adult in school to ensure social distancing and correct hygiene can be maintained.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the Principal may, as a last resort, consider alternative arrangements or *exclude a pupil either for a fixed period or permanently.

*Due to COVID-19, temporary changes have been made to the DfE regulations to some of the procedures that must be followed in relation to an exclusion (please follow the link below):

[DFE – CHANGES TO THE SCHOOL EXCLUSION PROCESS DURING THE CORONAVIRUS OUTBREAK](#)

- Any deliberate non – hygienic behaviour will be treated with the utmost severity. Unhygienic behaviour may include, but is not limited to:
 - Spitting
 - Fake coughing
 - Throwing tissues on the floor.
 - Purposefully going against social distancing guidelines.
 - Chewing gum.
 - Deliberately touching other people’s belongings.
 - Any act which may increase the chances of transmission of the virus.

This may result in the academy deciding that their behaviour compromises the safety of others, and as such they cannot be educated on site and will have to continue remote learning at home. Where a pupil has to be removed from a lesson, parents/carers will be contacted to collect them. A member of SLT will then decide on the best course of action. The academy will not tolerate any behaviour that compromises the school’s ability to re-open safely.