



TRUST BEHAVIOUR POLICY LOCALISED FOR ASPIRE ACADEMY

Hope SENTAMU
LEARNING TRUST

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

Document Management:

Date Policy Approved: 3rd November 2021

Date amended: 3rd December 2021

Date updated policy approved: 8th December 2021

Next Review Date: December 2022

Version: 1.1

Approving Body: Distinctiveness and Personal Development Committee

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Policy updates

Date	Page	Policy updates
03.12.2021	p5, Item 1.1	Added to the list of legislation and statutory guidance: HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
03.12.2021	Added to various points of the policy	Added: 'Include any additional school procedures here'.
03.12.2021	p14, Item 11	Added: Include sanctions/rewards/procedures local to the school.
03.12.2021	p14, Item 12	NEW SECTION ADDED: Power to use reasonable force.

Signed by:

_____ Chief Executive Officer Date: _____

_____ Chair of Distinctiveness and
Personal Development
Committee Date: _____

Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive and acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with students.
- Promoting a culture of praise and encouragement in which all students can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2016) 'Behaviour and Discipline in School'
- DfE (2021) 'Keeping Children Safe in Education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

1.2. This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy (*Trust-wide policy*)
- Student Mental Health and Wellbeing Policy (*Trust-wide policy*)
- Complaints Procedure and Policy (*Trust-wide policy*)
- Special Educational Needs and Disability (SEND) Policy (*Trust-wide policy*)
- Exclusion Policy (*Trust-wide policy*)
- Positive Handling Policy (*where applicable*)
- Peer-on-Peer Abuse Policy (*Trust-wide policy*)

2. Definitions

2.1. Low level unacceptable behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Incorrect uniform
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

‘Low level unacceptable behaviour’ may be escalated to ‘serious unacceptable behaviour’ depending on the severity of the behaviour.

2.2. Serious unacceptable behaviour

For the purposes of this policy, ‘serious unacceptable behaviour’ is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. This includes but is not limited to:

Serious misbehaviour is defined as:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy
- Vandalism
- Theft
- Fighting and aggression
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

3. Roles and responsibilities

3.1. The Local Governing Committee (LGC) have overall responsibility for:

- Reviewing and approving the local, school/academy specific behaviour systems and procedures, in conjunction with the Headteacher/Principal.
- Monitoring the policy's effectiveness, holding the Headteacher/Principal to account for its implementation.
- Supporting the promotion of a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.2. The Headteacher/Principal is responsible for:

- Monitoring and implementation of this policy and of the behaviour procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.
- Establishing the standard of behaviour expected by students within the school/academy.
- The day-to-day implementation of this policy.

- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.
- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.3. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school manages students and parents/carers with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

3.4. The SENCo is responsible for:

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support students with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the student's strengths and areas for development and advising on effective implementation of support.

3.5. Teaching staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Aiming to teach all students the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their potential, and that every student with behavioural difficulties will be able to study the full national curriculum.

3.6. All staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- promoting a supportive and high-quality learning environment
- modelling high levels of behaviour

- being aware of the signs of behavioural difficulties
- setting high expectations for every student
- Being aware of the needs, outcomes sought and support provided to any students with specific behavioural needs.

3.7. Parents/carers are responsible for:

- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

3.8. Students are responsible for:

- Their own behaviour both inside and outside the school/academy.
- Reporting any unacceptable behaviour to a member of staff.
- Behaving in an orderly and self-controlled way.
- Showing respect to all members of staff and each other.
- Treat the school/academy buildings and school property with respect.
- Wearing the correct uniform.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside school.

4. Behaviour management

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding students, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school.

4.1. Promoting good behaviour

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with students, built on respect.
- Students' achievements are recognised within, but also beyond the classroom environment.
- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

4.2. Rewards

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and

achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the students at the school/academy. These systems are shared with students, staff and parents/carers to ensure a consistent and collaborative approach.

W.A.R scores

Aspire Academy recognises the need for a bespoke rewards system which supports individual rewards, whilst also offering clear guidance. We work with the understanding that mistakes can be made and the students can 'turn situations around'. Based on this positive ethos, the following categories for scores was produced:

- W - Work
- A - Attitude
- R - Relationships

The key philosophy behind WAR scores is to celebrate success. The division of categories means that a student is able to see and separate their efforts and behaviours. A student completing all learning to a high standard but distracting or being unhelpful to others can see this divided in their W and R scores. A foundation of strong behaviour management is to distance the student from their behaviour.

Staff should bring their lesson to a close with enough time (suggested minimum of 5 minutes) to settle the class and give scores individually to each student for each area. Scores are recorded on E-Praise by the class tutor. The scores provide the basis for the 'Conduct Score', which is determined in conjunction with data provided from other systems such as, green slips, demerits, badges, trophies and enrichment.

WAR Score	Descriptor
0	Unacceptable
1	Below Expectation
2	Expected
3	Exceeding

Scores are given out each lesson in order to compartmentalise each lesson, meaning that one bad lesson does not make a 'bad day'. This allows for positive conversations framed around what students can still achieve, rather than what they have lost. This approach supports our restorative ethos.

Bonus points

The addition of bonus points for reading aloud or being helpful offers further motivation for individuals to consistently work to a very high standard. Setting extra challenges, in line with student personal development targets, or promoting a key aspect of a subject area becomes easy with groups and individuals who have bought into the system.

With both WAR scores and bonus points students earn their own points (1 point = 1p) towards specific prizes they would like in the way of 'love to shop' vouchers. This gives choice for students to pick their own rewards.

Enrichment

Enrichment at Aspire is a weekly reward for our KS4 students. In line with **conduct scores**, the aim is to ensure all students are rewarded for their positive choices and that a consequence followed a poor choice. As always, students would be given opportunities to turn things around and make amends. Students aim to score an average weekly overall conduct score of 125+. Students are encouraged to resolve issues as they arise rather than waiting until a Friday.

Students with a score of 125+ gain full enrichment entitlement to choose from a wide range of activities. Current enrichment activities on offer to Aspire students include:

Snooker/Pool
Film Club
Boxing
Art Club
Study Support
Golf Club
Gym Club
Sport
Cooking

Students are encouraged to try areas new to them and outside of their curriculum area to further aid personal development and resilience skills. For each point below the desired score, students will complete 'site payback'. Students who are only a small number of points below the desired score may complete an [RP log](#) or catch up on some work in their own time to put things right. During site payback students complete missed work, help with site maintenance (e.g. litter picking) or spend time with senior leaders alongside discussions about how further similar situations may be responded to differently.

Badges, trophies and status rewards

To create a more visible, physical celebration and acknowledgement of positive behaviour, trophies and badges promote the positive aspects of day to day life in the Academy and reward students who make the right choices.

Key aims:

- Improve self-esteem of students
- Provide opportunities for positive interactions with staff
- Provide opportunities for positive interactions with home
- Reinforce positive behaviour
- Offer student role models
- Provide opportunities for teamwork/group celebration with tutor group wide rewards

Trophies and badges are awarded in briefing on Friday AM. Data collection for conduct closes Thursday PM to allow for Friday enrichment scores to be a timely reward or consequence. Tutors take pictures of the group with the trophy (and prizes) which is added to the group achievement wall.

Each week, trophies are awarded for 4 areas, one of which, 'Above and Beyond' changes on a termly basis to allow pastoral staff to focus on key areas. Historically, this area has targeted respect (identified by a number of demerit categories).

Trophy	Awarded by	Awarded for
Above and Beyond	SLT	Termly focus
Uniform	SLOs	Tutor group with best uniform

Attendance	Attendance team	Tutor group with highest attendance
Behaviour	SLT	Highest whole group conduct score

Daily/Weekly league tables

Each day the top 15 students (based on conduct score) are published to all staff to ensure that achievement and success can be met with praise and acknowledgement as close to the event as possible. On a weekly basis, a tutor group; league table is published to encourage competition and allow for group comparison and improvement. In this way, students are asked to think collaboratively as well as individually.

Badges

Conduct badges (coloured stars) are awarded based on individual conduct scores for each student over the timescales in the table below. These were changed from longer periods of time to ensure that students who joined the Academy later in the academic year were not unfairly disadvantaged:

Badge	Timescale
Green	Top 20 - 1 week
Blue	Top 20 - Half term
Gold	Top 20 - Term

4.3. Sanctions

Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation, retention or disposal of a student's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the student's age, SEND needs or any religious requirements.

Detentions

- Teachers have a legal power to put students (under the age of 18) in detention, but will act reasonably and ensure the students' safety is not compromised.
- If a lunchtime detention is used, staff will allow reasonable time for the student to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

At Aspire Academy we recognise that all behaviour is communication; a young person can lack the skills in order to communicate appropriately, when they are anxious, for example. Our aim is to empathise, enquire and help them learn more appropriate methods of communication/behaviour.

We strive to offer a consistent approach when supporting behaviour: calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in “flexible” consistency.

Where possible, we seek to use restorative approaches and learning opportunities alongside traditional sanctions and rewards to help students to understand the impact of their behaviours upon themselves and others.

Restorative practice is a conflict resolution approach which focuses on understanding and empathy to ‘put situations right’ rather than seeking punishment or blame. It has several different names and guises including; restorative justice, restorative approach and restorative thinking. At Aspire, Restorative Practice plays a big part in the way that we expect both staff and students to conduct themselves.

Generally, Restorative Practices can happen for ways:

1. Student to staff - conversation (1:1 or mediated by key staff) or RP log
2. Student to student - Restorative Practice session
3. Staff to student - conversation (1:1 or mediated by key staff)
4. Staff to staff - very rare, usually mediated

Key message:

Restorative Practice is about ‘actions and consequences’ rather than ‘crime and punishment’.

At Aspire, one of the key tools used in this process is the RP Log which offers a framework for the conversation between staff and student and also provides a plan future instances.

When holding a Restorative Practice session, staff should consider the following:

- Timing- is everyone ready for the conversation? People should be approached individually first before being brought together. Conversations are unlikely to be productive if someone involved is still upset or angry.
- Environment- Pick a quiet, safe location where you are unlikely to be disturbed. Ensure the environment is neutral e.g. not the office or classroom of a participant. Ensure you give enough time to the process and are not seen to be rushing.
- Tone - the idea is to be seeking a resolution and understanding the implications of the actions of all involved. The conversations should be calm and quiet and involve listening to one another.
- Key questions:
 - 1.What happened?
 - 2.What were you thinking about at the time?
 - 3.What have been your thoughts since?
 - 4.Who has been affected?
 - 5.What do you think you need to do to make things right?
- The four ‘R’s

RESPECT - For everyone by listening to other opinions and learning to value them

RESPONSIBILITY - Taking responsibility for your own actions

REPAIR - repair harm and ensure behaviour is not repeated (Consequence for actions)

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and help everyone reach a positive outcome.

Further sanctions may be used alongside these approaches but should be used on an individualised basis with the desired outcome considered and considering the likelihood of success. These include but are not limited to:

- Restorative/RP log
- Lesson Text
- Parental Collection
- Break/Lunchtime detention
- PM detention
- Parent/guardian Meeting
- Parental contract
- Work from home
- Reports to varying levels of staff
- Removal from group – isolation with key staff
- Exclusion

5. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the student code of conduct within the classroom.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Each lesson is a fresh start
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

Expectations and conversations

At Aspire we aim to keep very high expectations of student behaviour. This can be evidenced in our uniform, our curriculum and our behaviour expectations. We also recognise however that many of our students will need help and support to regularly reach these standards. We are educating students about acceptable behaviour and interactions, which for some of our students is as important as their academic studies.

High expectations

- If you see something, challenge it! “What we allow we cultivate”
- Use proximity praise (congratulate/praise those making the right choice)
- Always follow up behavioural issues
- Be responsible for what is in front of you
- Details matter. Do not make allowance to ‘non-negotiable’ rules

'Quick conversations' form an integral part of the sanctions system and are one of the most used techniques. Challenging poor behaviour in a non confrontational way and seeking to offer guidance, the 'quick conversation' supports high expectations of behaviour. This should be used in line with support systems, restorative practice and scripts. The aims of a 'quick conversation' can be varied but should follow these basic outlines:

- Away from an audience
- Use positive language
- Reminder of past success
- Self fulfilling prophecy
- Talk about the behaviour you want to see
- Be clear, quick and concise
- Involve others if needed – A sign of strength
- Follow up later with support if the student is not ready
- Link to targets/strategies
- Concentrate on primary behaviour

Every day in the academy thousands of interactions with students redefine our expectations and tolerances. Students will (knowingly or not) test systems and structures for their weakest point and apply pressure. We are only as strong as our weakest link, it can be easy to make allowances or undermine systems to avoid confrontation. If you are unsure how to follow a situation up, seek support from one of the pastoral team. We aim to be positive and proactive. Our 'default setting' should be looking for the positives in front of us. Aspire staff should be aiming to find improvements in behaviour and attitudes and celebrate them. Every positive interaction, praise and acknowledgement cultivates more of the same behaviour.

Conduct Score

The aim of Aspire conduct scores is to consider student behaviours, positive and negative, as one overall score. This allows direct comparison between students and also creates one simple score for ease of tracking and monitoring. Conduct scores are a key mechanism in both rewards and sanctions at Aspire. Each day a 'top student list' is sent out to all staff. This promotes healthy competition and gives opportunity for any student to succeed. Conduct scores are used to inform the following rewards:

- Enrichment
- Weekly, half term and termly badges
- Trophy winners
- SLT Postcards
- Daily tracking
- Tutor awards - Student of the week, most improved student
- Rewards trips

The system also ensures that any student who is willing and able to take responsibility for their own behaviours and 'turn the situation around' could still have a positive day or week despite receiving a demerit.

Conduct score weighting can be seen in the table below:

System	Awarded for	Weighting
WAR scores	Work, Attitude and relationships per lesson	1 point each

Bonus points	Additional positive behaviour such as reading aloud, giving books out etc.	1 point each
Green Slips	Above and beyond positive behaviour. E.g. clearing a table at lunch time, supporting another student	3 points per slip
Demerits	A record of negative behaviour or a series of negative behaviours	Minus 15 points
Major Incident	A record of a major incident including, assault, or incidents including: <ul style="list-style-type: none"> ● Racism ● Sexism ● LGBTQ+ discrimination ● Bullying ● Discrimination about any protected characteristic 	Minus 30 points

Daily total conduct score = WAR/bonus Points + (Green Slips x3) - (Major incident x20) - (Demerits x15)

At all times staff should be aware of their proximity to the students around them. They should also be aware of their body language and any messages they may be sending subconsciously. At Aspire, via Team Teach training, all staff are educated on this aspect of crisis management and general conduct.

Scripts are a useful behaviour management tool and can be a surprisingly effective way to have fewer incidents of a less severe nature. Scripts can help with a range of scenarios from, low level misdemeanours through to crisis or critical situations. Scripts can help to give confidence to staff and offer a framework of best and professional practices.

At Aspire Academy there are several ‘scripts’ and different language use currently in operation.

Language of choice/positive language

Language of choice is a simple tool which places emphasis on the behaviour we wish to see rather than describing current behaviour or drawing attention to unwanted/negative behaviour.

Help Scripts - Team Teach

Another script in operation at Aspire is the help script provided by Team Teach. This gives very clear guidance for critical incidents for both staff: student encounters and staff: staff encounters during crisis.

One of the main responses to a negative situation at Aspire is **‘are you okay?’** This simple phrase is aimed to deescalate situations and show that you are concerned about them rather than angry/upset. Following an incident of poor behaviour, in a 1:1 conversation, away from an audience, staff begin the conversation with **‘are you okay?’** The underlying message is one of ‘I don’t expect this behaviour from you’ but you are also asking ‘what is driving this behaviour?’. This is to be used in conjunction with the ‘conversations’ how to guide.

Overall guidance - Always:

- Avoid flippant comments or a personal reactions
- Speak in a professional way
- Avoid criticising students or other staff publicly

Student strategies

Every student attending Aspire has three personal management strategies which are always on the desk in front of them as a visual reminder. Strategies are individualised and aim to help students to develop more independence over time when managing themselves. Initially, students will be well supported when using their strategies. This may include verbal prompts and support from pastoral staff when needed. Over time the student will take more responsibility for recognising their own triggers and using their strategies independently. Each stage is discussed at student level and is linked to rewards. Should a strategy become well embedded and habitual, it can be replaced with a new one.

Each student strategy aims to help to develop coping mechanisms based on areas for improvement identified by ABALs. For example, should a student struggle with the ABAL statement 'Does not leave the room without permission' their three stages of strategy over time may be:

1. Most supported - If I leave the room, report to SLO office
2. Student accountability - Only leave room with pastoral support (e.g. tutor)
3. Least supported - Ask permission to take time out - stay outside room

In addition to this, students may be given strategies on EHCPs, support plans or medical documentation. These should be assigned to one of the three slots on desks and should take precedence over any existing strategies. In order for student strategies to be effective and become habitual behaviours, staff need to support and remind students of them at key times.

When I feel **(emotion/trigger)** - I behave **(description)** - I need to **(strategy)**

Reminding students of their individual strategies links directly to both 'staff strategies' and 'scripts'.

"(Student name) I can see you are (describe behaviour). Remember to (state strategy). Well done, I am going to green slip for using your strategy." Obviously this is a very simplified statement but it; connects to the student, makes links to previous conversation, assumes compliance and follows the rewards system.

Due to the nature of students at Aspire, excellent communication is a must. Following a basic but clear protocol helps to ensure that the most urgent and severe issues are supported well by staff. The below systems are not all encompassing and should be read in conjunction with **Aspire safeguarding policies which always take precedence. The safety of the students in our care is of paramount importance.**

Never:

- Leave students unattended
- Send students on errands/to the SLO office alone
- Give a student keys

Occasionally staff will have to use a dynamic risk assessment to make the best decision in difficult circumstances.

Radio usage

Staff radios are a key resource at Aspire. They should be attached to the safety fobs provided. Tutors, SLOs and site staff should have them at all times. Other staff such as pastoral leads should also have them when not teaching.

- Should a member of staff from the list above be entering a meeting or leaving site they should let others know of their expected absence
- Tutor radios may be turned off or low in lessons unless needed
- Professional language should be used at all times
- Where possible, conversations should be short and instructive

- No personal details of staff or students should be discussed over the radio. Initials may be used if needed
- Situations should be described by urgency in the assigned below
- It may be more appropriate to call a mobile phone

Severity	Key words	Example
Query/unimportant	Not urgent If possible If you are passing	“Miss Burr are you receiving? Alex would like to show you his work if you are passing room 101.”
Low level	When you can When you get a moment If you are not too busy	“Mr White are you receiving? Could you please pop up to Room 101 when you can.”
Serious incident	As soon as possible Support	“Could I have support for room 101 as soon as possible please?”
Dangerous/Critical incident	Immediately Urgently	“Could I have urgent support to room 101 immediately.”

Low level behaviour

Where possible, low level behaviour should be dealt with in the classroom using protocol, scripts and strategies. Should a student leave the room, tutors should make a decision as to how the class will behave in their absence. A tutor should spend a maximum of 5 minutes away from the classroom trying to resolve issues before handing them on to other pastoral staff for a change of face. In the event that leaving a classroom would create further issues, SLOs should immediately be informed of the situation.

Serious/Dangerous/Critical incident

Should a member of staff find themselves in a serious or dangerous situation they should seek assistance immediately, whilst making the environment as safe as possible for all involved. Staff should use personal judgement when attending an incident as to how many staff are required, if their presence will help or hinder at that time and if they are potentially creating more issues by assisting. For example, some staff have historically attempted to help separate a fight but in the process their class have left the room and exasperated the situation. Should a major incident occur or Restrictive physical intervention be used, staff should follow protocol for those specific scenarios. Also see the critical incident policy.

6. Student support

- 6.1. The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- 6.2. The school’s/academy’s special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an

educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

7. Safeguarding

- 7.1. The Trust recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools/academies will follow their Child Protection and Safeguarding policies and procedures.

8. Sexual abuse and discrimination

- 8.1. The Trust prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.
- 8.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 8.3. The response to any incidents of sexual abuse and/or discrimination will be:
 - Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 8.4. The schools within the Trust have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
 - Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the Police

9. Smoking and controlled substances

- 9.1. In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free environments. Parents/carers, visitors, staff and students are instructed not to smoke on

school/academy grounds. Students are not permitted to bring smoking materials or nicotine products into the school/academy.

- 9.2. The Trust has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school/academy will follow the procedures outlined in the local Behaviour Policy/Procedures and Child Protection and Safeguarding Policy.

10. Prohibited items, searching students and confiscation

- 10.1. Headteachers/Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. The prohibited items are:

The model list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not listed here, staff will require the consent of the student being searched.

- Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.
- 10.2. All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in this policy and the local procedures when conducting searches and confiscating items.
- 10.3. The Headteacher/Principal and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's/academy's Positive Handling Policy (where applicable) and/or the local Behaviour Policy/Procedures.

11. Behaviour off school premises

- 11.1. Sanctions may be applied where a student has misbehaved off-site when representing the school/academy. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school/academy
- Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school/academy
 - Poses a threat to another student or member of the public
 - Could adversely affect the reputation of the school/academy

Students on the LOFT programme or enrichment may be removed from this provision if their behaviour constitutes an elevated risk of incidents. This will be reviewed regularly by the SLT.

12. Power to use reasonable force

- 12.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 12.2 Headteachers/Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

13. Malicious Allegations

- 13.1. Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the student in accordance with this policy.
- 13.2. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the student in accordance with this policy.
- 13.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 13.4. The school/academy will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Child Protection and Safeguarding Policy, the Peer-on-Peer Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other students.

14. Monitoring and review

This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy.