



BEHAVIOUR POLICY

Reviewed: Autumn 2023 Review Frequency: Annual

Approved by: Board of Trustees

(As a result of Aspire's involvement with the EDT Behaviour Hub during 2023 – 2025, amendments may be required to this policy prior to the next full review)

1. INTRODUCTION

Good behaviour is central to a good education. It is our intention to provide a calm, safe and supportive environment in which all our pupils can learn and thrive. We believe that being taught how to behave well and appropriately is vital for all pupils to succeed.

2. STEPS and THRIVE

In all Aspire schools, we use the STEPs therapeutic approach to managing difficult and dangerous behaviour. Staff are trained annually in the use of STEPs. In line with the STEPs training, the school uses a range of STEPs documentation when managing the challenging behaviour of a small number of children. THRIVE, a programme to support children's social and emotional development, is also used in our schools and it supplements and compliments STEPs.

3. RELATED DOCUMENTS

- Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- Exclusions Policy
- Restrictive Physical Intervention Policy
- Home School Partnership Agreement
- Equality, Diversity and Inclusion Policy

4. AIMS AND EXPECTATIONS

- a. It is a primary aim of our school that every member of our community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our Behaviour Policy is, therefore, designed to support the way in which all members of the school can learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- b. This Behaviour Policy is a means of promoting good relationships so that people can work together with a common purpose of helping everyone to learn whilst ensuring rule enforcement where necessary. This policy supports the academy community to allow everyone to work together in an effective and considerate way.
- c. We expect every member of our community to behave in a considerate way towards others. We treat all children fairly and apply the Behaviour Policy in a consistent manner, in the knowledge that all pupils are different and have different needs.
- d. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and the wider community.
- e. We acknowledge and celebrate good behaviour and we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour as well as to deter poor behaviour.

5. THE ROLE OF THE PRINCIPAL

- a. It is the responsibility of the Principal to implement the school's Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The Principal should ensure that all staff are following the policy and model expected standards of behaviour. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children and staff in the school.
- b. The Principal will ensure the induction process for all new staff includes an understanding of this Behaviour Policy so that they know how best to support all pupils to conform to acceptable standards of behaviour.

- c. The Principal also responsibility for giving suspensions (previously called fixed-term exclusions) to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Principal may permanently exclude a child. This action is only taken after the Executive Principal, on behalf of the Trust and the Local Advisory Body, has been notified.

6. THE ROLE OF THE CLASS TEACHER

- a. It is the responsibility of the class teacher to ensure that school and class rules are respected and followed and that all children in the class behave in a responsible manner, so that teachers are able to teach and pupils are able to learn. The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children behave to the best of their ability. The class teacher treats each child fairly and applies the school and class rules consistently. The teachers treat all children with respect and understanding. If a child misbehaves in class, the class teacher deals with the incident themselves using the school's agreed sanctions.
- b. The class teacher may seek advice and support from the Assistant Principal, Deputy Principal, Principal, SENCO or pastoral staff, if misbehaviour continues. The class teacher liaises with external agencies as necessary to support and guide children in their behaviour. If there are concerns about the behaviour of a child, the class teacher may contact the child's parents/carers and ask to meet to discuss the situation.

7. THE ROLE OF ALL STAFF

All staff have an important role to play in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff uphold the whole-school approach to behaviour by modelling and teaching expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

8. THE ROLE OF PARENTS

- a. The role of parents is crucial in helping the school develop and maintain good behaviour. We encourage parents, where possible, to take part in the life of the school and its culture so as to develop strong partnerships between home and school.
- b. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with the school as set out in our Home-School Partnership Agreement. We try to build a supportive dialogue between home and school and we inform the parents immediately if we have concerns about their child's welfare or behaviour.
- c. If we have to use consequences, we expect parents to support our actions. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If they feel that further discussion is necessary, they should contact SLT. If these discussions cannot resolve the problem, a copy of the complaints procedure is available from the office or the school website.

9. THE ROLE OF PUPILS

- a. All pupils in our school deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of our behaviour expectations, pastoral support, rewards for good behaviours and consequences for inappropriate behaviours. We teach our pupils that they have a duty to follow the behaviour policy and school rules.
- b. We make provision for all new pupils to ensure they understand our Behaviour Policy, providing extra support where necessary.

10. THE ROLE OF THE LOCAL ADVISORY BODY

- a. The LAB supports the Principal in adhering to the Policy and Appendix A.

- b. The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline but the Local Advisory Body may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

11. THE ROLE OF THE BOARD OF TRUSTEES

- a. The Board of Trustees has strategic responsibility for behaviour within all areas of the academies' undertakings. They shall ensure that competent behaviour advice is available in order to assist line management and comply with regulatory controls.

12. REWARDS AND CONSEQUENCES

- a. In our school, we acknowledge all efforts and achievements of children, both in and out of school. We acknowledge, praise and celebrate children for demonstrating good behaviour in a variety of ways. Those used by the school are listed in the appendix attached to this policy.
- b. We employ a number of consequences to enforce our rules and to ensure a safe and positive learning environment. Logical consequences are applied appropriately to each individual situation, with a graduated response, to promote positive behaviour, to help repair and restore and to achieve long-term improvement. School consequences are listed in the appendix to this policy.
- c. As well as our rules, each class has its own set of rules / expectations to ensure that everybody is able to be safe and happy. These are drawn up by the class and the class teacher. If these rules are broken / expectations are not met, the teacher will employ the consequences in Appendix A.
- d. Staff only intervene physically to restrain children or to prevent injury to a child if a child is in danger of hurting him/herself or others, or if significant damage could occur. The actions we take are in line with government guidelines on the restraint of children and are detailed in the Trust's Restrictive Physical Intervention Policy.

13. REMOVAL FROM CLASSROOMS

- a. Occasionally, for serious disciplinary reasons, it may be necessary for a pupil to spend a limited time out of the classroom at the instruction of a senior member of staff. The use of removal allows continuation of the pupil's education in a supervised setting. The continuous education provided may differ from what other pupils in the removed pupil's class are doing, but it will be meaningful for the pupil.
- b. Removal from the classroom will be considered a serious sanction and will only be considered once other behaviour strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal.
- c. Parents will be informed on the same day if their child has been removed from the classroom. For children with a social worker, the social worker will be informed. For Children Looked After, the Virtual School Education Adviser will be informed.
- d. The school will collect, monitor and analyse removal data in order to look for patterns of behaviour and consider the effectiveness of the use of removal.

14. SUSPENSIONS AND PERMANENT EXCLUSIONS

- a. We do not wish to suspend or exclude any child from our school, but sometimes this may be necessary. The Trust has therefore adopted the standard national list of reasons for exclusion and the standard guidance. We refer to this guidance in any decision to suspend or exclude a child from the school.
- b. Only the Principal (or person appointed by the Trust as acting or interim Principal) can suspend or permanently exclude a pupil. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- c. When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

- d. The Principal may use a suspension to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the school will consider whether additional strategies need to be put in place to address behaviour concerns.
- e. A permanent exclusion is when a pupil is no longer allowed to attend the school (unless they are reinstated). The decision to permanently exclude a pupil will only be taken:
 - in response to a serious breach or persistent breaches of the Behaviour Policy; and
 - where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others such as staff or pupils
- f. The Principal may cancel any exclusion that has already begun, providing it has not yet been reviewed by the Local Advisory Body.
- g. Full details can be found in our Exclusions Policy.

15. BULLYING AND RACIST INCIDENTS

- a. This school does not tolerate bullying or racism of any kind. Any incidents of bullying or racism are recorded on CPOMS and we will act immediately to stop any further occurrences of such behaviour. Please see our Anti Bullying Policy and Equality, Diversity and Inclusion Policy for further details.

16. SEARCHING AND CONFISCATION

- a. Searching can play a crucial role in ensuring that our school is a safe environment for all pupils and staff. It acts as a measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- b. The Principal, or other member of the Senior Leadership Team in the absence of the Principal, has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in school. Prohibited items are:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco
 - fireworks
 - pornographic images
 - any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- c. Further guidance is available here: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/searching-screening-and-confiscation-at-school)

17. DRUG AND ALCOHOL RELATED INCIDENTS

- a. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should notify the school and complete an "authorisation to give" form. Any medication needed by a child while in school must be taken under the supervision of a member of staff and is kept securely in the office or welfare room.
- b. We take very seriously a child bringing into school any unauthorised substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will be notified immediately. Any child who is found to have brought into school any type of illegal substance will be liable to a suspension. The child will not be readmitted to the school until a parent/carer of the child has visited and discussed the seriousness of the incident with the Principal. The Principal reserves the right to inform Children's Services and the police if such an incident takes place. If the behaviour is repeated, the possibility of permanent exclusion will be considered seriously.

- c. If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils, the child will be permanently excluded and both Children's Services and the police will be informed.

18. MONITORING AND REVIEW

- a. The Principal monitors the effectiveness of this policy on a regular basis, reports to the Local Advisory Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- b. The Board of Trustees reviews this policy every two years or earlier than this if the government introduces new regulations, or if the Board of Trustees receives recommendations on how the policy might be improved.

Appendix 1. Details of individual school's procedures including Incident Form, Rewards and Consequence