



ASPIRE ACADEMY

POSITIVE BEHAVIOUR

POLICY AND PROCEDURES

| | |
|--|---------------|
| POLICY FIRST ADOPTED AND RATIFIED BY THE TRUST | July 2014 |
| POLICY REVIEWED / REVISED | November 2015 |
| POLICY TO BE REVIEWED ANNUALLY OR AS REQUIRED | |

Signature: *Val Jones*

Date: 2nd November 2015

Name: Val Jones

CHAIR OF GOVERNORS

POSITIVE BEHAVIOUR POLICY

Introduction

Aspire Academy is committed to providing a full and efficient educational experience to all pupils with a focus on raising aspirations in a family-centred learning environment. On the basis of equal opportunities, we will take measures to encourage respect and positive behaviour in the Academy in all lessons, and when on educational visits, activities and travelling to and from the academy each day. We believe that all our learners have a right to education in an environment where respect for all forms the basis of all our procedures.

All members of the wider Academy community must work together to ensure that our teachers are able to teach and our learners can learn in a dignified environment, free from intimidation.

All members of the Academy community foster an atmosphere where positive behaviour is emphasised and encouraged. The Academy is a place where praise is at the centre of our culture and is used to ensure progress. No member of the Academy community will allow damage to the self-esteem of any other individual.

Our Academy gives a high priority to conveying to parents and pupils the importance of positive behaviour. We recognise that parents have a vital role to play and that there is a need to maintain strong home-school links and communication systems that can be utilised whenever there is a concern. We also maintain strong links with the commissioning schools (known through this policy as home-schools) with the regular reinforcement that pupils returning to home schools from Aspire will take with them a range of new skills to help them with their own self-discipline in the different context.

If there are problems that affect a pupil's well-being we will investigate, identify and strive in partnership with parents, learners, home-schools and relevant support agencies to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at identifying problems and bringing resolution at all times through a range of bespoke interventions.

Core Values

The way we operate, interact and work with each other at Aspire Academy is underpinned by our core values, and these form the basis of our positive behaviour policy:

Achievement

(we celebrate the progress made towards our targets and gaining the qualifications and skills needed to be a useful citizen)

Self-Discipline

(we learn and practice skills and techniques to help us manage our own behaviour in order to maximise our learning progress)

Pride

(we take pride in our uniform, appearance, equipment, efforts and achievement)

Individuality

(we respect the differences that make people individuals and treat all learners and adults with respect)

Responsibility

(we take responsibility for our actions at all times, are honest and open, and ensure the trust in us is not abused)

Endeavour

(we try our hardest every day, and when things get tough, we try even harder – we do not expect success to be given, but earned)

Expectations

Parents, home schools and students can expect the following from the Academy:

- A quality education.
- Promotion of a learning culture.
- A clear code for learning for all members of the Academy community.
- A clear framework of consequences consistently applied by all.
- Effective communication between the Academy, home and the home school.
- Speedy action on any identified problems.
- Appropriate responses that meet the needs of all members of the Academy community.

We expect the following from all students:

- That they will adhere to our core values.
- That they will arrive at the Academy mentally, emotionally and physically prepared for the day.
- That they will inform their parents or a member of the Academy community of any problem that may hinder them from making the necessary progress towards learning targets.
- That they will accept the consequences of their actions.
- That they understand that the promotion of a culture of praise, respect and success forms the basis of our positive behaviour policy
- When pupils are in a learning environment they should:

Ask if unsure or require support

Sit up straight

Pay attention at all times

Interest and eagerness to learn

Responsible behaviour

Eye contact with whoever is speaking

We expect the following from parents/carers:

- To ensure their children attend the Academy mentally, emotionally and physically prepared for the day.
- That they contact the Academy quickly whenever any problem occurs.
- To fully support the Academy with all sanctions, including detentions.
- To attend the Academy when requested for all interviews with regards to behaviour and progress.
- To support the Academy with our endeavours to promote positive behaviour to facilitate learning.
- To work cooperatively with the Academy to foster a belief of respect for all individuals.

We expect the following from home-schools:

- That they contact the Academy quickly whenever any problem occurs.
- To fully support the Academy with all sanctions, including detentions.

- To attend the Academy when requested for all interviews with regards to behaviour and progress.
- To support the Academy in our endeavour to promote positive behaviours to facilitate learning.
- To work cooperatively with the Academy to foster a belief of respect for all individuals, and continue the work of the Academy on return to home-school.

Encouraging positive behaviour

We will encourage positive behaviour in the following ways:

- Reinforcing the positive behaviours we want from our learners in line with our core values.
- Celebrating success, no matter how small, in the five areas of our core values (Achievement, Self-discipline, Pride, Individuality, Responsibility and Endeavour).
- Positive rewards system where every learner starts the day with a full complement of points and loses them only for 'corrections' based on our core values.
- Each day and each lesson is a new start, and a new opportunity to display positive behaviour, regardless of the day/lesson before. Opportunities are created for pupils to 'put it right' or 'get it right' following a 'correction'.
- Achievement is the key reward for all pupils, but physical rewards will be available to encourage exceptional progress across any of our five core values.
- Sanctions applied will vary based on the complex and varying needs of our learners as individuals and as members of each key stage across the 4-16yrs range but may include: time out, reflection room, detention (in/after school), parental interviews, behaviour panel, inclusion room for a period of time etc. Key to any sanction is that the pupil has the opportunity to 'put it right', that no grudges are held and that access to quality learning is maintained throughout.
- Very serious incidents may result in a fixed term exclusion if other sanctions are deemed unfit for purpose, or the details of the incident are sufficiently severe. The parents and home-school will be informed immediately and plans will be made to ensure the pupil continues to receive a good standard of education. Incidents that may result in a fixed term exclusions might involve:
 - Repetition of bullying behaviour
 - Physical assault
 - Threats of violence to other learners or staff
 - Persistent racism, sexism, homophobic or other discriminatory behaviour
 - Bringing weapons or other dangerous objects into the Academy
 - Drug-related incidents

Physical Intervention/Restraint

Physical intervention and restraint will only be used if all else has failed. Academy staff will have used all the behaviour management strategies (ie conflict resolution, de-escalation, solution focus etc) in place to diffuse escalating behaviours. However, when a learner's behaviour escalates to a level of violence that causes risk to the safety of themselves or others, positive handling and restrained may need to be used. It is considered that positive handling of pupils of any age will only normally be necessary in a very small number of incidents. The most appropriate form of positive handling will be used with the minimum physical contact.

For pupils entering the Academy with history of requiring positive handling/restraint, and plan will be drawn up on transition that is agreed with the parent/carers, pupil, home-school and Aspire Academy. All incidents

involving physical handling of a pupil will be recorded in the log book and a plan will be drawn up with the aim of reducing the likelihood of a similar event occurring.

Equal Opportunities

Respect and fair treatment for everyone.

Every person who is a member of the wider Academy community has a right to be at the academy without suffering insult or offence.

Monitoring and Review

The monitoring of the Behaviour Policy will be monitored and reviewed at two levels:

Level One – to involve everyone: adults and pupils in the school, taking ownership of this policy and recognizing when people’s rights are not being considered and our core values are not being upheld.

Level Two – is the monitoring undertaken by the Senior Leadership Team to ensure that there is a consistency of approach to managing and supporting behaviour and that strategies used are shared with parent/carers and the pupil’s home-school as part of the re-integration process.