



Inspire Academy

BEHAVIOUR FOR LEARNING POLICY

LAST REVIEW NEXT	July 2023	REVIEW PERIOD	Annually
NEXT REVIEW DATE	July 2024	TYPE OF POLICY	Statutory

This policy was reviewed and ratified by the Academy Council

Date of ratification: 18th October 2023

Signature: 

Print name: Michael Gray – Chair of Academy Council

Inspire Academy values each pupil and is committed to promoting equal opportunity and maximizing achievement for all, through systematic and consistent management of behaviour and progress. Inspire Academy is inclusive by nature and will support pupils in personal development, and build their capacity to be positive members of the Academy and its wider community.

Principles of this Policy

At Inspire Academy we provide an ethos in which all members of our school community are valued and treated fairly according to their needs, and are given the widest possible opportunities to develop their talents, skills and personalities to the full. Our core principle is to create a positive learning environment where all children receive positive reinforcement and are shown mutual respect and kindness from each other and staff. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

This policy has been developed in line with Department for Education publications:

‘Behaviour in schools: Advice for headteachers and school staff’ (October 2022) and ‘Use of reasonable force: Advice for headteachers, staff and governing bodies’ (July 2013).

Safeguarding Inspire Academy Learners

At Inspire Academy we take our responsibility of safeguarding and promoting the welfare of all our learners very seriously and we expect all staff and volunteers to share this commitment; our Behaviour for Learning Policy supports our statutory duty to safeguard and promote the welfare of all children.

Inclusion

The impact of this policy on ALL of our pupils is carefully monitored by all staff. All staff know that they have a responsibility to raise awareness if this policy needs to be adapted for any pupil(s), or if additional resources need to be purchased. We will ensure we use our best endeavours to develop strategies to support and include all pupils.

Equality of Opportunity

At Inspire Academy we promote equality of opportunity and we are careful that we do not discriminate by negative attitudes towards, or the favourable treatment of, any pupil.

Our Aims

- To develop a moral framework within which initiative, responsibility and good relationships can flourish.
- To enable pupils to develop a sense of worth, respect and tolerance for others.
- To produce an environment in which pupils feel stimulated, safe, secure and respected.

To provide a happy, safe, secure and stimulating environment, for the welfare of our pupils and all concerned with the life of our school, we will create a climate of good behaviour for learning where we:

- Deliver a high quality and relevant education.

- Apply positive policies to create a caring atmosphere in which pupils learn and teachers work effectively in an environment where there is co-operation, excellence in teaching, active participation in learning, and aspirations to do well.
- Through our school curriculum, teach values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline and foster, in pupils a respect for themselves, for other people and their property.
- Promote good behaviour by using a range of strategies based on positive reinforcement and by providing a range of rewards for pupils of all ages and abilities.
- Ensure that there is consistency, clarity and fairness when dealing with incidents of inappropriate behaviour.
- Share our values with our school community to develop support and consistency.
- Have the same expectations of good behaviour for all members of our school community.

There are particular ways in which all members of our school community should conduct themselves. Pupils, staff, parents/carers, Academy Council members and visitors should:

- Treat others with respect
- Be well behaved, well-mannered and attentive to promote good learning
- Move around the school in an appropriate manner
- Respect all property in the school
- Not show physical, verbal or non-verbal aggression towards anyone
- Be punctual and attend regularly.

All staff will:

- Provide positive reinforcement through praise and encouragement to all pupils
- Value all pupils equally
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently
- Model acceptable behaviour and be good role models
- Be alert to signs of bullying/racial harassment, deal firmly with and alert other staff to such problems
- Record any behaviour incidents
- Deal sensitively with pupils in distress, listen to them and deal with the incident appropriately
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

Form Tutors

Form Tutors play a pivotal role in the life of the pupils at the Academy. They are the person who should know the pupil the best in the Academy. Form Tutors should:

- Fully familiarise themselves with each Pupil Passport, including PHP, CRA and SEND information and be the expert on their tutees – needs/targets/achievements/strategies
- Establish strong relationships with tutees through 1:1 tutorials
- Recognise and reward success during tutor time
- Support and encourage efforts made
- Deliver and resource pastoral weekly programme of topics including close attention to Literacy, Numeracy and careers guidance (see below schedule).
- Closely monitor standards of tutees work across the Academy
- Closely monitor standards of tutees behaviour across the Academy using SLEUTH
- Apply 'Early Intervention' where challenging behaviour may present itself
- Establish strong working relationships with parents/carers
- Evidence all of the above statistically and apply intervention where necessary using SLEUTH

Weekly Tutorial Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
AM – Day sheet / targets / reading	AM – Day sheet / targets / reading	AM – Day sheet / targets / reading	AM – Day sheet / targets / reading	AM – Day sheet / targets / reading
PM – Assembly	PM - Literacy	PM - Numeracy	PM – Careers Guidance	PM – Rewards / Catch up / RRS

Pupils

- Make positive contribution to learning without the fear of bullying and discrimination
- Learn to the best of their ability.
- Be respectful of others and the environment

Parents/Carers

The Parents and Carers who send their child to this school expect a level of expertise in regards to SEND; the Parents and Carers expect their child/young person to be safe. Parental support is regarded as an essential element in implementing and upholding the Inspire Academy policy. The partnership between Inspire Academy staff and parents/carers is crucial to the successful implementation of this policy.

Academy Leadership Team

The senior leadership team will support staff to consistently apply the Academy's Behaviour for Learning policy, and regularly monitor pupil's progress in relation to targets and learning expectations.

Possible support:

- Supporting the staff member with a range of approaches to consider in relation to that individual pupil. Identifying achievable targets with the pupil and staff member concerned.
- Removing the pupil concerned from that learning environment as a temporary measure whilst re-establishing a positive working climate using On Call.
- Contacting parents, or supporting the staff member to do so, to inform them of emerging difficulties and involve them in their resolution.
- Seek to encourage an atmosphere where good behaviour and hard work are the norms and to acknowledge and praise such standards where they are evident.
- Excellent attendance and high achievement will be rewarded with agreed rewards weekly and termly.
- Engage a range of outside agencies for support and advice when working with hard to reach individuals and their families.
- Staff, Parents and Carers will attend regular review meetings to support pupil progress.
- Deal with matters of a confidential nature, disseminating information in accordance with legal limits.
- The Head Teacher has the right to impose the ultimate sanctions of suspension and permanent exclusion in accordance with current legislation.

Academy Council

It is the responsibility of the Academy Council to monitor the effectiveness of the school's Behaviour for Learning and Attendance policy and to support the Head Teacher and the Academy Leadership Team. The Academy Council will ensure focus and challenge in respect to data, analysis and actions to support continued improvement.

Processes

The On-Call System

The system is in place to support and manage behaviour safely and strengthen working relationships. It will allow the pupils space to consider the appropriateness of the presenting behaviours including a reflection dialogue.

Classroom teachers will radio for a member of On Call to support pupils that require time out of the lesson, to self-regulate. Pupils picked up on the On Call system will be reminded that the expectation is for them to return to the lesson within a 3-minute period. On Call staff will support pupils with any issues if they require them to do so, during the 3-minute self-regulation period and if necessary, this issue will be reported to the class teacher on returning to lesson. If the pupil is not reintegrated after 3 minutes, the pupil may have to make up the lost learning time with the class teacher at the earliest opportunity. **(See appendix 1 for more information)**

Damage to property procedure

The pupils' ability to take responsibility for destructive actions and damage to property is essential in order to ensure pupil ownership of and pride in their school. To this end damage or destructive

behaviour (e.g. tearing up of books or wilful damage to displays) will carry an expectation of paying a bill. The damage/destruction will be costed and the following process will be followed:

- If ACCIDENTAL damage is caused = Phone call home.
- First time any DELIBERATE damage is caused = Phone call home + 50% of damage bill to be sent home.
- If DELIBERATE damage is caused for a second time = Phone call home + 100% of damage bill to be sent home.
- If a pupil is persistently causing damage to property, the Academy Police Officer will be involved.
(See Appendix 2)

Social Development and Behaviour Expectations

*****The Sleuth 15 Core Competencies*****

There are 3 scheduled Academic Assessment Points throughout the Year (**see Assessment Cycle**)

At each Academic Assessment Point, pupils will be assessed against the Sleuth Social Independence Survey (SIS) as a method of 'Independent Assessment' and skill acquisition. The SIS include:

- Managing My Emotions
- Resilience
- Relationships / Communications

The purpose of this assessment is to identify where support is needed in order for a child or young person to ultimately demonstrate a range of skills in an "independent" manner and readily achieve Inspire Academy Learning Expectations. The assessment is not intended to replace other diagnostic assessments which may be used. The results of the SIS may however be useful in providing evidence to inform any interventions that are required. The completion of this assessment will help to develop a profile of the child or young person in order to identify areas for social development. It is important for staff to recognise that the results from the SIS identify the level of support a pupil may need in order to successfully achieve their targets.

Each pupil has an individual SIS target on their day sheet to reflect their identified area(s) of development, as per the SIS data.

Tutors are expected to formally review each of their tutees' progress against the SIS Targets each term (3 times per year), this is completed with other members of the Academy staff to ensure consistency and accuracy in their decision making. After this discussion, each tutor must contact home to ensure parents/carers are aware of the pupils' needs/progress/support.

Online bullying

Please see anti-bullying policy for online bullying processes and sanctions.

Rewards and Sanctions

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

Pupils carry a day sheet that has 3 individual targets. 2 of these targets relate to their Educational Health and Care Plan (EHCP) and the other relates to the SIS. These targets are reviewed termly, however, changes are made earlier if required based on their relevance. For example, if a pupil requires challenging further in lesson, or there is a more prominent need that has to be addressed.

Points on the day sheet are recorded in the following ways:

- Class Teachers will award points for each of the pupils targets.
- A maximum of 6 points can be awarded during a lesson (up to 2 points per target)
- A pupil will lose 1 point per individual target if they only partially achieve it and both points if they do not achieve the target at all.
- A total score will be given to the pupil at the end of each lesson and an explanation as to why they achieved that score.

Pupils are able to achieve 300 points per week as points are awarded not only during lesson times, but at social times also, as this is an integral part of their learning and development due to each of our pupils social and emotional need.

Pupils require:

- 90% of their points total (270 points or more), to make a gold reward (see below).
- 70 – 89% (210 – 269 points), to make a silver reward (see below).
- Anything below 70% (209 points or less), will have to complete catch up work (see below)

Gold Reward

Pupils can choose either an offsite or onsite reward that they take part in for 2 lessons (1 hour 30 minutes) on a Friday afternoon before going home for the weekend. They are also able to access their phone if they possess one.

Gold rewards may include:

- Flip Out (trampolining)
- Ice Skating
- Swimming
- Laser Tag
- Cooking
- Games
- Sports and fitness

Silver Reward

Pupils that earn a silver reward are expected to complete 1 lesson of catch up work and if completed successfully they can participate in an onsite reward for the 2nd lesson, before going home for the weekend.

Silver rewards may include:

- Indoor games
- Board games
- Sport

Catch Up (Bronze)

Pupils that achieve below 70% of their points target are deemed to have missed a substantial amount of learning during the week, so they are then expected to catch up with the work they have missed during these 2 lessons on a Friday afternoon, before going home for the weekend.

Other Rewards

- Golden Tickets
- Catch me points
- Attendance reward
- Love to shop vouchers
- Chocolate
- Positive phone calls
- Certificates

Golden tickets are given to pupils that go above and beyond in lessons with regards to their learning, progress and/or attitude within the lesson. All golden tickets awarded are put in to a hat and the draw is made during Monday lunchtime, with 2 pupils from each key stage drawn at random, given chocolate or sweets.

Catch me points are awarded during social times and in between lessons for kind and helpful behaviours towards another pupil or staff member. The pupil with the most catch me points recorded at the end of the week will receive a £5 love to shop voucher during Monday lunchtime **(See appendix 3)**.

Attendance rewards are awarded to pupils that have achieved 100% attendance during the previous week. All pupils receive a certificate of achievement and their names are entered into a draw. 1 pupil in each key stage will then receive a bag of chocolate.

Positive phone calls are made by form tutors or members of SLT if pupils have been identified during the daily behaviour meeting.

Certificates are given out termly for those pupils that have improved or excelled during the term in each subject. These are given out during celebration assemblies that parents also attend.

Other Sanctions

- Lunchtime detention
- Afterschool detention
- Social debits
- Change of class group
- Internal isolation
- Parental meetings
- Internal exclusion
- Suspensions

Lunchtime detentions are given by the class teacher if a pupil has not followed instructions during their lesson, not completed the required amount of work, or any other inappropriate behaviours. Support staff may give a lunchtime detention if they witness inappropriate behaviour during social times. There is a set process that is then followed by staff and pupils, including pupils filling out a 4W behaviour reflection form (**See appendix 4, 5 and 6**).

After school detentions are given to those pupils that have not been successful in lessons, that happen after lunch, have been unsuccessful in more than one lesson and if they have had an unsuccessful lunchtime detention. In addition to this, pupils are given an after school detention if the same subject teacher, gives the same pupil a second lunchtime detention in the same week. This is in place to further raise the expectations for our pupils. Parents are informed and the pupil will stay on that day so that every day is a fresh start where possible (**See appendix 4 and 7**).

Social debits are given during social times and in between lessons for inappropriate behaviours towards another pupil, staff member or in general. Any pupils with 5 or more Social debits within a week will automatically have to complete 2 lessons of catch up on a Friday, regardless of their weekly points total (**See appendix 8**).

Change of class group happens when a pupil is having a disruptive influence on their own class group, or they need respite from the group they are in. This is a short-term sanction / supportive measure that helps pupils to regulate their behaviour with staff support.

Internal isolation is given to those pupils that do not adhere to the school rules and cause persistent disruption. It is during the daily behaviour meeting, where we decide if a pupil, or pupils require internal isolation. Parents/carers are then informed so that the pupil is aware when they arrive the next day.

Parental meetings will be arranged by form tutors and members of SLT when there is a concern around persistent negative behaviours that could lead to further sanctions if not addressed. Parents will be asked to support the school with any sanctions deemed appropriate.

Internal exclusion happens when a pupil may need a bigger sanction, but a suspension will not suffice, due to safeguarding reasons, or that a pupil is actively seeking to be suspended. This will happen at another school on our site (the Rowans), with members of Inspire academy staff.

Suspensions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government is clear that head teachers should feel confident in using suspension where they consider it to be a lawful, reasonable and fair action. The decision to suspend will depend upon the seriousness, or persistence, of the pupil's behaviour, together with the impact of not suspending the pupil on the school as a whole and the integrity of its behaviour policy. Whilst every effort will be made to identify pupils at risk of suspension, consider causal factors and to put in place strategies to avoid it, there will inevitably be suspensions if discipline is to be maintained. The head teacher will take account of his legal duty of care to a pupil when taking a decision to suspend.

Children will be given work to complete at home for the first five school days of a suspension and alternative provision will be arranged from the sixth day in each period of two school terms (1&2, 3&4, 5&6). After a suspension, the school will plan the pupil's reintegration and discuss future behaviour with them and their parent / carer.

The school also has the authority to suspend children for the lunchtime period and this will count as one session or half-day. When establishing the facts. In relation to any suspension, the head teacher must believe that something is more likely than not to have occurred - on the balance of probability.

Permanent Exclusion

It is for the Head Teacher to decide whether a child's behaviour warrants permanent exclusion such as a serious breach, or persistent breaches, of the school's behaviour policy or where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school. Any exclusion will be made in line with the Department of Education guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Whenever the Head Teacher suspends a pupil, they will without delay, notify parents of the period of suspension and the reasons for it.

In the event of suspension, where necessary a copy of the letter may be sent to other agencies.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). The Department for Education makes it clear that schools do not require parental consent to use force on a pupil. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. Our overarching mantra is always **“what would I want for my child?”** At Inspire Academy, we use the term ‘positive handling’ which indicates the “positive handling” of the whole situation. This includes de-escalation techniques as well as Safety Interventions (SI). The vast majority of staff have a valid CPI Certificate.

Safety Intervention (SI) definition:

“Safety Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain pupils in circumstances that meet legally defined criteria below:

All adults working at Inspire Academy have a professional ‘duty of care’ within their job description and together with the legislative framework this enables teachers and other members of staff in the school, to use such force as is reasonable in the circumstances, to:

- prevent a pupil behaving in a way that disrupts a school event or an educational visit
- prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that puts others at risk
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- use SI for a pupil at risk of harming themselves through physical outbursts.

(Please refer to Appendix 9 for more details).

When individuals are involved in a Safety Intervention, working realities have to be taken into account for everyone involved. Although the use of CPI techniques seeks to avoid injury to the service user, at times it is possible that some bruising or scratching may accidentally occur. These injuries may not be due to the failure of the professional technique but an unfortunate and infrequent product of ensuring that the service user remains safe.

Positive Handling Statement

The Crisis Prevention Institute (CPI) training programme has been developed specifically to build school staffs' capabilities in managing pupil behaviour in ways that prioritise care and welfare with a need to balance safety and minimise harm. Whilst the focus of the CPI programme is to support the delivery of restraint free schools, there is a recognition that this cannot always be achieved and there will be occasions where the pupils need to be kept safe. The physical skills within the programme help staff to safely manage risk behaviour and importantly minimise the emotional and physical risks associated with restraint.

Our intention is that, where possible, other children should be removed away from the situation, rather than try to remove or restrain the individual child. If a situation arises, then staff should use their radio to call for further staff assistance. SI should only be used when all other strategies which do not employ force have been tried and found unsuccessful **or in an emergency situation.**

What does it mean to restrain a child?

The decision to use a SI must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a SI. The SI must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

We are committed to:

- Protecting every person in our school community from harm
- Protecting all pupils against any form of safety intervention which is unnecessary, inappropriate, excessive or harmful. We will not use force as a punishment
- Providing information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations
- Using the minimum degree of force necessary for the shortest amount of time
- Preserving the dignity and respect of all children and reducing distress
- Maintaining accurate records of incidents where SI has been used and record as a Safety Intervention on Sleuth. These incidents then need to be referred to D. Peck and the behaviour team.

Assessing the Risk

At Inspire, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out individual pupil risk assessments, which makes up part of the Pupil Passport (**See appendix 10**).

Our ethos and the guidance in this policy is based on the presumption that every adult and child is entitled to:

Respect for his/her private life
The right not to be subjected to inhuman or degrading treatment
The right to liberty and security: and
The right not to be discriminated against in his/her enjoyment of those rights.

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises, this may be in the form of a Positive Handling Plan, which again is part of the Pupil Passport (**see Appendix 10**).

Such planning needs to address:

Involving the parents/carers to ensure that they are clear about the specific action the school might need to take

Briefing staff to ensure they know exactly what action they should be taking; and

Ensuring that additional support can be summoned if appropriate.

Recording

The incident will be recorded as a Safety Intervention on Sleuth. These incidents then need to be referred to D. Peck and the behaviour team. Each incident involving a SI is then reviewed with the pupil and staff by an adult that was not directly involved in the SI (**See Appendix 11 SI pupil debrief Checklist**)

SI Data analysis

The behaviour team analyse the SI data on a weekly basis to see how many there have been and what pupils/staff have been involved. Strategies are then put in place to support pupils/staff if necessary.

SI Quality Assurance (QA)

A selection of the SI's that happen each term are Quality Assured by the behaviour leads, with staff and pupils spoken to where necessary and individual support put in place. Video evidence will also be used when it is deemed appropriate in addressing any issues or training needs that are identified. (**See appendix 12 for further information**).

Staff members' power to search pupils

In addition to the general power to use reasonable force described above, school staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" (Section 550B(5) of the Education Act 1996):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. Pupils who bring a mobile phone into school MUST leave this in their individual pouches at the start of each school day, and collect it at home time. Pupils are not permitted to have their mobile phone on their person during the school day.

Covid-19 unsafe behaviours and sanctions

Pupils who display Covid-19 unsafe behaviours will be challenged and where necessary the behaviour will be sanctioned. Covid-19 unsafe behaviours will be recorded on sleuth by the member of staff who witnesses, or is subject to it.

Even though Covid-19 restrictions have eased, as a school we need to maintain our sanctions related to this, but will always treat each case individually depending on the severity.

Examples of Covid-19 unsafe behaviours and possible sanctions are listed in **appendix 13**.

(Appendix 1)

On Call Process:

- Inspire Academy Learning Expectations adhered to.
- On-call process to be utilised after classroom management strategies exhausted.
- On-call process to take pupil out for 3 minutes self-regulation time before returning to lesson.
- Reflective discussion with On-Call staff member.
- Any learning time wasted after the agreed 3 minutes' time out will be monitored and its total will result in a detention at lunch or after school. If the pupil returns to the learning environment (albeit after the agreed 3 minutes), it will be at the teachers' discretion as to negotiate with the pupil as to reducing the imposed sanction and/or able to 'make up' their Learning Expectations point score total.

(APPENDIX 2)

Damage to property procedure

If ACCIDENTAL damage is caused =
Phone call home.

First time any DELIBERATE damage is caused =
Phone call home + 50% of damage bill to be sent home.

If DELIBERATE damage is caused for a second time =
Phone call home + 100% of damage bill to be sent home.

If a pupil is persistently causing damage to property, the
Academy Police Officer will be involved.

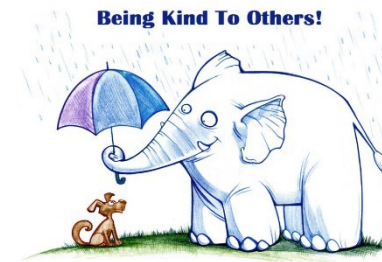


(Appendix 3)

Catch me Points

- Given for kind and helpful behaviours during Breakfast club, break time, lunchtime, after school and walking between lessons. They are also awarded to all pupils that achieve maximum (60) points in a day. Some examples of these behaviours are:

- Being kind to others



- Being Helpful



- Caring for the School



- Any other positive behaviours

Most catch me points = £5 Love to Shop voucher

(Appendix 4)

Teacher Detention Process

Time: Breakfast club – Lesson 4 (12:20)

Lunchtime detention (Blue): Student name to be added **before** 12:20 - After this time student name must be added to the **after school section (Green)**

1. Check 'Weekly Teacher Detention Sheet' – if the student has been given a **second** lunchtime detention by that subject teacher then the detention is automatically entered in the **after school section (Green)** - See after school detention process below
2. Enter student initials
3. Enter relevant numbered reason for the detention **THEN** enter the detention number into the relevant staff member/day section on the 'Weekly Detention Sheet'
4. Enter staff initials – this **must** be the subject teacher timetabled for the student at that time. For all other times the staff initial should be the member of staff witnessing the incident.

If a student has already been given a **lunchtime detention (Blue)** then:

1. Enter relevant numbered reason for the detention on **after school section (Green)**
2. Enter staff initials – this **must** be the staff member timetabled for the student at that time. For all other times the staff initial should be the member of staff witnessing the incident.
3. Contact to be made with the parent/carer to confirm that the detention can be given and to arrange pick up if possible
4. Contact the taxi company to cancel/rearrange taxi (if needed) – this must **only** be done once confirmation has been received from parent/carer

After school detention (Green) Student name to be added **before** 14:15 (**ONLY** if there is enough time to contact parent/carers/taxi)

1. Enter student initials
2. Enter relevant numbered reason for detention
3. Enter staff initials – this **must** be the subject teacher timetabled for the student at that time. For all other times the staff initial should be the member of staff witnessing the incident
4. Contact to be made to parent/carer to confirm that the detention can be given and to arrange pick up if possible
5. Contact taxi company to cancel/rearrange taxi (if needed) – this must **only** be done once confirmation has been received by parent/carer

Lunchtime detention:

Detention 1: Subject teacher to call parent/carer to discuss

Detention 2: Subject teacher to make **second** phone call to parent/carer to discuss – Explain that an onsite meeting may be arranged if another detention is issued

Detention 3: Subject teacher to arrange an onsite meeting with parent/carer to discuss – SLT/TK can be used to support if appropriate

Detention 4: Subject teacher to arrange onsite meeting with parent/carer and SLT to discuss

Lunchtime Detention Rules

- Sit quietly on a chair at your own desk.
- Complete the work or reflection sheet given to you by staff.
- Once completed sit quietly and do not disturb others.
- If you follow all of the above rules you will leave detention after 10 minutes.
- If you do not follow all of the above rules you will complete the whole 20-minute detention.

***Anyone refusing to complete work and follow staff instructions will be given a further consequence.**

(Appendix 6)

The 4W Form

Pupil Name

Staff Name

Lesson

Date

Pupil's Comments

What did I do?

Who was affected by this?

What can I do better next time?

Who can help me with this?

Staff comments only

Signed (pupil)_____

Signed (staff)_____

After School Detention Process

- A phone call is made to make parent/carer aware
- If possible parent/carer to arrange collection after the detention
- If parent/carer cannot collect and the pupil is entitled to transport after the detention, a taxi must be booked with Vokes (01634 222222) or the pupils respective taxi company
- If the pupil has a daily taxi, this needs to be cancelled*
- The staff member giving the detention needs to meet the pupil at the end of the day to carry this out. If you require support, there are allocated TA's on the after school detention rota.
- If pupils follow staff instructions they will do 1 hour after school, if not this may be extended.

(Appendix 8)

Social Debits

- Given for inappropriate behaviours during Breakfast club, break time, lunch time, after school and walking between lessons. Some examples of these behaviours are:

- Damaging property



- Verbal aggression towards other pupils or staff



- Physical aggression towards pupils or staff



- Any other behaviours that staff feel are unacceptable

5 Social Debits = Catch Up Work on Friday

(Appendix 9)

Guidelines for “positively handling” an incident:

Our overall aim is to ‘manage the mood’ and eliminate ‘triggers’ – we will use a range of diversion and distraction strategies to de-escalate the situation.

- If the situation escalates, radios will be used to call for further staff assistance.
- Keep messages positive and simple, for example ‘hands down’, ‘keep feet on the ground’
- **A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger, frustration or panic when handling a problem.**
- Continue to communicate quietly and calmly with the pupil throughout the incident as appropriate – sometimes it is appropriate to say nothing.
- If possible, ensure a member of the Leadership Team is informed.
- Provide respite for all those involved at an appropriate time.
- Inform parents.



Form Tutor to initial following the half termly review.					
HT1	HT2	HT3	HT4	HT5	HT6

Risk assessment

Not required/Included

Family

Lives with:
First Contact:
Family supporting member:

Likes

Dislikes

•

Context

Tutor group:
Year:
Form tutor:

Photo of Pupil
(Appendix 10)

Name:

Therapeutic support:

Diagnosis

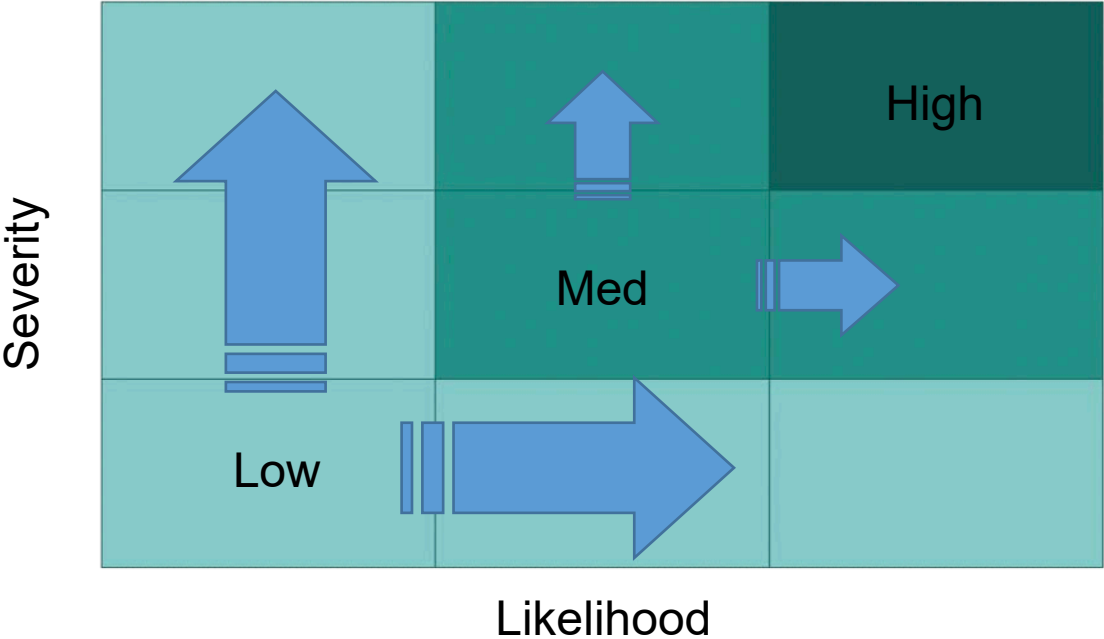
Medication

Support/Plans

Access Arrangement

(Appendix 10)

Name: Date of Birth: Date Plan Written:



Integrated Experience

Behaviour Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behaviour	3. Physical Intervention
4. Tension Reduction	4. Therapeutic Rapport
Ready, Respectful, Safe	Consistent, Calm Adult Behaviour

WHAT DOES MY BEHAVIOUR LOOK LIKE?	STAFF APPROACHES
ANXIETY <i>A change in behaviour.</i>	SUPPORTIVE <i>An emphatic, non-judgemental approach.</i>
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
DEFENSIVE <i>Beginning to lose self-control.</i>	DIRECTIVE <i>Decelerating an escalating behaviour.</i>
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
RISK BEHAVIOUR <i>Behaviour that presents an imminent or immediate risk to self or others.</i>	PHYSICAL INTERVENTION <i>An emergency response aimed at minimising risk and keeping everyone safe. INCLUDE DECISION MAKING MATRIX CALCULATION</i>
<ul style="list-style-type: none"> • • • • <p> Likelihood: Severity: Overall risk: </p>	<ul style="list-style-type: none"> • • • • <p> Likelihood: Severity: Overall risk: </p>

TENSION REDUCTION	THERAPEUTIC RAPPORT
<i>Decrease in physical and emotional energy.</i>	<i>Restorative approaches to re-establish rational communication, relationships and routines.</i>
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

Any contextual historical information that would be relevant to the Risk Assessment, such as previous risk behaviours (risk taking, weapons, gang related, vulnerability) - Please keep bullet pointed, brief and factual.

-
-
-
-

Head Teacher: _____ CPI Instructor: _____

Class Teacher: _____ Parent/Carer: _____ Date Plan Agreed: _____

(Appendix 10) POSITIVE HANDLING PLAN

NAME:

CLASS:

YEAR:

EHCP? Y / N

REVIEW DATE: September 2020

ADDITIONAL INFORMATION:

e.g. Medical Data: known medication/Asthma/Nose bleeds etc.

ADHD and Asthma

RISK BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required)

will assault staff when he is challenged and does not get his own way.

TARGET (S): When angry 'name' needs to walk out of the nearest exit when directed by staff.

SUCCESS CRITERIA: 'name' will be able to take himself outside / away from the situation when angry to allow himself to calm down.

PREFERRED DIRECTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

Verbal advice/support

Reassurance

Tactical ignoring Take up time.

Negotiation/Partial agreement

Transfer adult

Planned positive distractions - what?

Positive touch

Time outside offered/directed

Choices/limits/consequences

Others:

i.e. Classroom organisation.

(Appendix 10)

Preferred Handling Strategies: (Described the preferred staff responses/holds)

Technique	Number of staff	Breakaway Techniques
Secondary holding skills – standing (medium/high) Depending on situation	3 (1 person as an advocate for the pupil and critical friend to staff)	Through change of face – staff involved to walk away and leave new person(s) to support.

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)

Staff and pupil will follow Inspire Academy RPI process that includes debriefs, review of strategies and Restorative Justice if necessary.

RECORDING AND NOTIFICATION REQUIRED

Sleuth Y / N

Incident report Y / N

Other (please specify) Y / N

Risk assessment to be updated

EVALUATION (This section is to be completed during the review)

SIGNATURES:

Head Teacher:

Date

Parent / Carer

Date

You will be informed on each occasion that Restrictive Physical Intervention (RPI) has been used as detailed in this Positive Handling Plan.

SI pupil debrief checklist

- SI incident to be reported on Sleuth and referred to D. Peck and any staff member that needs to provide a supporting statement, before being referred to the form tutor/TA to complete the pupil debrief. **The SI report needs to be completed before the daily behaviour meeting if possible, but at latest by the end of that day.**
- Form tutor/TA to complete the SI pupil debrief on sleuth and get the pupil view during the morning tutor time. Always start with "what could staff have done better?".
- Restorative Justice to be organised by the form tutor and staff involved if necessary. To be done before lessons commence.
- **ALL** staff to be made aware of any actions from the pupil view to reduce the risk of further incidents (form tutor to email and pupil passport updated).
- SI data is analysed weekly and termly where SI QAs are carried out if necessary (at least 50% as a Trust MSS).

NB. Phone calls to parents/carers need to happen immediately after the SI. The staff directly involved are NOT to make the call.

(Appendix 12)

Safety Intervention (SI) Quality Assurance (QA)

Weekly and termly behaviour meetings are held and all SI data is analysed to identify any trends that need to be addressed. As a Trust Minimum Service Standard (MSS), at least 50% of SIs need to be Quality assured. We also QA any SI in which a pupil has had more than one within a week, as well as any staff members that are involved in multiple SIs. Other groups we may QA are:

- CLAs
- PP
- Any pupil that is known for making allegations
- Random sampling of pupils

When completing the SI QA, we look at a number of different areas, such as:

- What went well?
- Even better if?
- What feedback / Guidance given to staff?
- Immediate actions required. E.g. amend RA
- Was de-escalation at anxiety stage thorough?
- Was RA at defensive stage appropriate?
- Was staff intervention timely at risk behaviour stage?
- Was tension reduction support thorough?
- Did reparation occur effectively?
- If the same situation occurs should staff use the same strategies?

To answer the above questions, we will talk to the staff involved, go through all the SI reports and review CCTV footage when available. All together this allows us to support pupils by identifying possible strategies and also support staff by identifying areas for improvement in their practice, including further training needs.

(Appendix 13)

Covid-19 unsafe behaviours and sanctions

Any pupil displaying any of the following unsafe behaviours at Inspire Academy, may be sanctioned for threatening the potential health/wellbeing of others:

- **Excessive ‘coughing’**
- **Spitting / smearing saliva**
- **Breathing / exhaling excessively too close to another member of the Academy.**
- **Continuously invading the personal space of others and refusing to move when challenged.**
- **Refusing to follow Covid-19 Health and Safety protocols.**
- **Play fighting with others and refusing to follow instructions when challenged.**
- **Interfering with other Academy member’s personal property, including their food and drink.**

Any Covid-19 unsafe behaviours are recorded on sleuth and discussed at the daily behaviour meeting, where appropriate sanctions are put in place.

Where an incident may need a more severe sanction, this will be discussed by SLT and a decision made.

Possible sanctions for Covid-19 unsafe behaviours are as follows (This list is not exhaustive and different sanctions may need to be put in place depending on the individual circumstances):

- **Conversation with the pupil / parent/carer, regarding the appropriate behaviours.**
- **Time out of class to reflect on the behaviour being shown.**
- **Isolation**
- **Internal exclusion**
- **Fixed Term suspension**
- **Bespoke timetable / phased integration back in to school (where behaviours are consistently threatening the potential health/wellbeing of others). ***

*** Please note as part of any phased integration, the pupil will be specifically educated as to the dangers of Covid-19 and appropriate safe behaviours.**