



# Inspire Academy

## POSITIVE RELATIONSHIPS POLICY

(FORMERLY KNOWN AS '*BEHAVIOUR  
POLICY*')

LAST REVIEW NEXT	July 2025	REVIEW PERIOD	Annually
NEXT REVIEW DATE	July 2026	TYPE OF POLICY	Statutory

**This policy was reviewed and ratified by the Academy Council**

Date of ratification: July 2025

Signature: 

Print name: Eleni Kyriazi – 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 use values from Trauma Perceptive Practice to 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. We understand that our pupils come to us with their own individual needs and experiences and that these will influence their behaviour and relationships, as such each pupil is treated as an individual. We strive to understand each pupil so we can better respond to their environment and develop skills to be successful in the wider community. To support our staff with this we have an outlined set of boundaries which we use to establish the necessary course of action should pupils not meet the expectations of the school.

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 Pupils

At Inspire Academy we take our responsibility of safeguarding and promoting the welfare of all our pupils very seriously and we expect all staff and volunteers to share this commitment; our Positive Relationships 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 and reflect their individual circumstances.

## 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.

## **Academy staff and pupils with support from parents/carers**

**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:**

- Endeavour to understand each individual pupil and build relationships through mutual respect and trust
- 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 often know the pupil the best in the Academy. Form Tutors should:

- Fully familiarise themselves with each Pupil Profile (see appendix 1) including risk assessment, positive handling plan, learning strategies and SEND information and be the expert on their tutees – needs/targets/achievements/strategies
- Establish strong relationships with tutees
- Recognise and reward success throughout the school day
- 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 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:**

Form Tutors play a pivotal role in the transition between home and school and providing the support needed for pupils to ease the anxiety that they may experience at this point in the day, with the aim that a good start will set them up for a positive day. As part of this the morning routines for each Form Group have been personalised to the specific interests of the pupils in each class. Each Form Tutor has constructed a timetable of activities for each morning (an example is shown in **Appendix 2**).

Form time is split into two 15-minute sections. 8.30am – 8.45am is known as morning activities and enables pupils time to settle into the school environment through non-academic indoor and outdoor activities. 8.45am – 9:00am is designated form time where pupils complete tasks in readiness for the day as shown below. Form Tutors will also meet Form Groups at the end of the day from 2.10pm – 2.25pm where they can reflect on the day with pupils, review daysheets from the day and have any restorative conversations in preparation for the next day.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Day sheet Targets Reading Assembly	AM - Day sheet Targets Reading	AM - Day sheet Targets Reading	AM – Day sheet Targets Reading Literacy packs or Spellzone	AM – Day sheet Targets Reading Song of the Week Numeracy packs

## **Academy Leadership Team**

The senior leadership team will support staff to consistently apply the Academy's Positive Relationships 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 Headteacher 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 Headteacher and the Academy's Senior Leadership Team. The Academy Council will ensure focus and challenge in respect to data, analysis and actions to support continued improvement.

## **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.

# 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. Strategies will be dependent on the pupil and reflected in their pupil profile (for example, access to outside space, movement activities, quiet space, sensory room access etc.) 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 3 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. damage to displays or equipment) 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, appropriate behaviour consequence (e.g. social debit or loss of daysheet points) set and recorded on Sleuth
- If **DELIBERATE** damage is caused =  
Phone call home + 100% of damage bill to be sent home.
- If a pupil is persistently causing damage to property, the Academy Police Team and parents will be involved.

(See Appendix 4)

## Online bullying

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

## Rewards

Rewards 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 (**see appendix 5**). These targets relate to the EHCP and targets set during annual reviews. They will be a combination of targets based on learning and behaviour. Each target must be SMART and achievable within a 45-minute lesson. These targets are reviewed regularly however the Form Tutors have the flexibility to make changes to targets based on emerging needs. For example, if a pupil requires challenging further in lesson, or a pupil is struggling with a specific aspect of their classroom behaviour

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.
- 6 points are available at break time and a further 6 at lunchtime for appropriate engagement in activities and behaviour in social spaces.
- 6 points are available in the morning for achieving 3 basic expectations: wearing the correct uniform, bringing a pen to school and completing their daysheets to show lessons, date and the reward they are working towards.

Daysheets are sent home daily to foster communication between home and school. Parents are required to sign the daysheet and the pupil returns the signed daysheet the following day to allow for the points achieved to count towards their weekly total.

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. Reward choices are updated based on student voice feedback.

Gold rewards may include:

- Jumpin' Fun
- Ice Skating
- Laser Tag
- Darts
- Film club
- Capstone park
- Nerf wars
- IFC (Inspire Football Club)
- Cooking
- Games
- Sledge 'N Slide

## 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 2<sup>nd</sup> lesson, before going home for the weekend.

Silver rewards may include:

- Indoor games
- Board games
- Films
- 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 complete work related to the weekly assembly 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
- Postcards sent home
- Rewards of righteousness

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 recorded on Sleuth and put in to a hat and the draw is made during Monday lunchtime, with 1 pupil from each key stage drawn at random, given a reward.

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 Amazon voucher during Monday lunchtime (**See appendix 6**).

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 reward during Monday lunchtime rewards

Positive phone calls are made by any member of staff 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 termly. At the end of the year a larger celebration is held which parents are invited to attend. Recognition of achievement, including certificates, are displayed by form tutors in classrooms.



# Consequences

## Other Consequences (include police, after school timetable)

- Dropping points on daysheet
- Lunchtime detention
- Afterschool detention
- Social debits
- Damage bills
- Change of class group
- Internal isolation
- Parental/Carer meetings
- Internal exclusion (at The Rowans)
- Suspensions
- Involvement of Academy Police Officer

**Lunchtime detentions** are given by staff if a pupil has not followed instructions during a lesson, not completed the required amount of work, or any other inappropriate behaviours throughout the day (**see appendix 7**). There is a set of expectations to be followed during a lunchtime detention (**see appendix 8**) including pupils filling out a 4W behaviour reflection form (**see appendix 9**).

**After school detentions** are given to those pupils that have not successfully engaged with their learning in lessons 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 they are demonstrating repetitive negative behaviours in the same week (**see appendix 7**). This is in place to further raise the expectations for our pupils. Parents and/or carers are informed and the pupil will stay on that day so that every day is a fresh start where possible (**see appendix 10**). During an afterschool detention pupils will be asked to reflect on their behaviour with the support of the staff member(s) in the detention. This is to establish the cause of behaviour and work on repairing any relationships that may have been damaged. To assist with this pupils and staff work together to complete a reflection sheet (**see appendix 11**).

**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 be in the bronze reward group, regardless of their weekly points total (**see appendix 12**).

**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 usually a short-term 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. Pupils will be staffed 1:1 for the day in an empty classroom space.

**Parental meetings** will be arranged by form tutors and/or members of the leadership team when there is a concern around behaviours that could lead to further consequences if not addressed. Potential causes of the behaviour will be discussed and parents and/or carers will be asked to support the school with any consequences deemed appropriate. The meeting will also allow the opportunity to discuss strategies and interventions that may be useful in addressing concerns.

**Internal exclusion** happens when a pupil may need a further consequence but a suspension is not appropriate 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.

### **Academy Police Team Involvement**

Members of the leadership team may arrange meetings between pupils and/or parents and our academy police team where behaviours are concerning staff members for reasons of: aggression, damage, community involvement or targeting of other pupils (please see anti-bullying policy for more information). Our academy police team work alongside school staff to support pupils in engaging with positive behaviour strategies. In some cases, our academy police team may take more criminal action if the behaviour is of significant concern or repetitive despite interventions. The Academy police team may also deliver educational workshops on specific areas of concern across the academy (for example safety in the local community) with the aim to prevent further interventions.

### **Suspensions**

Supportive boundaries in schools are essential to ensure that all pupils can benefit from the opportunities provided by education. The government is clear that Headteachers 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 boundaries are to be maintained. The Headteacher will take account of his legal duty of care to a pupil when taking a decision to suspend.

The pupil(s) 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 and 2, 3 and 4, 5 and 6). After a suspension, parents will attend a reintegration meeting with a member of the leadership team in which a plan for the pupil's return will be established, including the offer of supportive interventions and educational work on the reason for the suspension. Parents and leadership will discuss appropriate strategies that can be used to support the pupil in reintegrating back into school and avoiding further consequences (**see appendix 13**).

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 Headteacher must believe that something is more likely than not to have occurred - on the balance of probability.

### **Permanent Exclusion**

It is for the Headteacher 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Whenever the Headteacher 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 (Use of reasonable force and other restrictive interventions in schools, 2025). 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 Physical Interventions (PI). Staff are trained using the Crisis Prevention Institute (CPI) training method and are certificated at the end of the course.

### Physical Intervention (PI) definition:

“Physical 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 assaulting a member of staff or another pupil, or to stop a fight; and
- use PI for a pupil at risk of harming themselves through physical outbursts.

**(Please refer to appendix 14 for further details)**

When individuals are involved in a Physical 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. PI 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 PI 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 PI. The PI 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 physical 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 PI has been used and record as a Physical Intervention on Sleuth. These incidents then need to be referred to the behaviour lead and the behaviour team.

### **Assessing the Risk**

At Inspire Academy, 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 Profile **(see appendix 1)**. **These identify triggers for behaviours and a description of what an individual's behaviour may look like at different levels of the CPI model. It will also offer suggestions on effective staff responses to behaviour in an attempt to minimise risk and prevent escalation.**

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, which again is part of the Pupil Profile **(see appendix 1)**.

### **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 Physical Intervention on Sleuth. These incidents then need to be referred to Mr Peck and the behaviour team. Each incident involving a PI is then reviewed with the pupil and staff by an adult that was not directly involved in the PI (**see appendix 15**).

### **PI Data analysis**

The behaviour team analyse the PI 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.

### **PI Quality Assurance (QA)**

A selection of the PI'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 16 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, keys, money or any other item not required for their learning 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.

### **Pupils offsite without permission**

Inspire Academy is not a secure site and whilst best efforts are made to ensure pupils stay within the school boundary, there are occasions when this is not possible. If a pupil goes offsite, we have a procedure which all staff must follow to ensure pupil safety **(see appendix 17)**.

## APPENDIX 1

Pupil Profile- NAME

### Inspire Academy PUPIL PROFILE KEY INFORMATION

#### Social care and Welfare information

##### Family solutions

Yes ☐  
No ☐  
Historic ☐

##### CIN

Yes ☐  
No ☐  
Historic ☐

##### CP

Yes ☐  
No ☐

Physical Abuse ☐  
Emotional abuse ☐  
Sexual abuse ☐  
Neglect ☐

##### CIC

Yes ☐  
No ☐

External Agency involvement:

YOT/Counsellor/Therapy/Youth Worker/Floating Support/Other

#### SEND Information:

##### None recorded

☐

##### K (SEN Support)

Cognition and Learning ☐  
Communication and Interaction ☐  
Social, Emotional and Mental Health ☐  
Difficulties Sensory and or physical ☐

##### EHCP

☐

Date EHCP issued:

\_\_\_\_\_

Current Reading Age:

Diagnosis: None

## ACEs Checklist

Please tick all that apply and give extra details where necessary. This list can be added to as ACEs are identified/experienced.

Type	Sub Category	Tick if it applies	Extra details
Abuse	Physical		
	Emotional		
	Sexual		
Neglect	Physical		
	Emotional		
Growing up in a house where there is:	Substance abuse		
	Adults with mental health problems		
	Domestic abuse		
	Adults who have spent time in prison		
	Parental loss		
	Intergenerational trauma		
	Destitution/deprivation		
	Adult responsibilities (e.g. young carer)		
Violence & coercion	Gang membership		
	Victim of crime		
Immigration	Muslim		
	Asylum		
Prejudice	LGBTQ+		
	Sexism		
	Racism		
	Disability discrimination		



## Risk Assessment

<b>Severity of Harm</b>	<b>Catastrophic</b> Death will occur or the level of injury will lead to permanent or reversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	<b>Major</b> Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
	<b>Moderate</b> Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
	<b>Minor</b> Psychological or physical injury will be non-permanent and/or cause no lasting ill-health.	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	<b>Negligible</b> Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM
		<b>Rare</b> Will probably never happen	<b>Unlikely</b> Is not expected to happen, but it could	<b>Possible</b> Might happen	<b>Likely</b> Will probably happen	<b>Certain</b> Will undoubtedly happen
<b>Likelihood of Behaviour</b>						

<b>OVERALL RISK RATING GUIDE (Colour Code)</b>			
<b>Green (G)</b>	<b>Yellow (Y)</b>	<b>Orange (O)</b>	<b>Red (R)</b>
Low Risk	Medium Risk	High Risk	Extreme Risk

Overall rating:

RISK ASSESSMENT					
Trigger	Type of Behaviour and Towards Who	Severity 1-5	Likelihood 1-5	Risk Level Low/Med/ High	Risk Control
		1 = low 5 = high			Strategies Employed to De-escalate and Diffuse

WHAT DOES MY BEHAVIOUR LOOK LIKE?	STAFF APPROACHES
<b>ANXIETY</b> <i>A change in behaviour.</i>	<b>SUPPORTIVE</b> <i>An emphatic, non-judgemental approach.</i>
<b>DEFENSIVE</b> <i>Beginning to lose self-control.</i>	<b>DIRECTIVE</b> <i>Decelerating an escalating behaviour.</i>
<b>RISK BEHAVIOUR</b> <i>Behaviour that presents an imminent or immediate risk to self or others.</i>	<b>PHYSICAL INTERVENTION</b> <i>An emergency response aimed at minimising risk and keeping everyone safe. INCLUDE DECISION MAKING MATRIX CALCULATION</i>

Learning Strategies	
Learning Based Triggers	
In Class Strategies	
Likes/Achievements	
Areas of Concerns	

INTERVENTIONS/SUPPORT	
2024/25	
Term 1	
Term 2	
Term 3	
Term 4	
Term 5	
Term 6	
INSPIRE ACADEMY PRE-ADMISSION NOTES	
Family situation:	<p><i>Primary School:</i></p> <p><i>Secondary School:</i></p> <p><i>Who lives in the family home?</i></p> <p><i>Details of siblings?</i></p> <p><i>Wider support for the family:</i></p>

Medical details:	<p><i>Medical diagnosis:</i></p> <p><i>Do you take any medication?</i></p> <p><i>Undiagnosed issues:</i></p>
Behaviour:	<p><i>Behaviour at home:</i></p> <p><i>Behaviour at school:</i></p> <p><i>Rapidly deteriorating behaviour:</i></p>
Learning:	<p><i>Subject strengths:</i></p> <p><i>Key member of staff at previous school:</i></p> <p><i>Alternative arrangement i.e., p/t timetable:</i></p> <p><i>Risk of lack of progress through disengagement/non-attendance: Y/N</i></p> <p><i>Barriers to learning: Y/N</i></p>
Social Issues:	<p><i>Contextual safeguarding:</i></p> <p><i>What do you do in social time?</i></p> <p><i>Do you have a curfew?</i></p> <p><i>Main friends?</i></p> <p><i>Do you know anyone at Inspire?</i></p>

	<p><i>Involvement in crime and/or anti-social behaviour: Y/N</i></p> <p><i>Emotional instability: Y/N</i></p> <p><i>Mental Health issues: Y/N</i></p> <p><i>Alcohol and/or drug misuse/abuse: Y/N</i></p> <p><i>Smoking/vaping:</i></p>
Strengths / Positives:	

## Inspire Updates

<b>2024-25 Term 6</b>	
<b>2025-26 Term 1</b>	
<b>2025-26 Term 2</b>	
<b>2025-26 Term 3</b>	
<b>2025-26 Term 4</b>	
<b>2025-26 Term 5</b>	
<b>2025-26 Term 6</b>	

## APPENDIX 2

### Example Morning Form Time Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Activities offered (08:30am- 08:45am)	Puzzle Colouring Riddle Outdoor activities	Puzzle Wordsearch 5 second game Outdoor activities	Puzzle Board games Topical Discussion Outdoor activities	Laptops Puzzle Outdoor activities	Quiz Riddle Puzzle Outdoor activities
Tutor time tasks (08:45am- 09:00am)	Assembly Reading Day sheets	Reading Day sheets	Reading Day sheets	Reading Literacy Day sheets	Reading/ Day sheets Song of the week Numeracy

## APPENDIX 3

### **On Call Process:**

- Inspire Academy Learning Expectations adhered to.
- On-call process to be utilised after classroom management strategies exhausted.
- On-call staff 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 could 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, and accounting for any other factors, as to negotiate with the pupil as to reducing the imposed sanction and/or able to 'make up' their Learning Expectations point score total.



## Damage to property procedure


If ACCIDENTAL damage is caused =  
Phone call home/other behaviour consequence.

If DELIBERATE damage is caused =  
Phone call home + damage bill to be sent home.

If a pupil is persistently causing damage to property, the Academy Police Officer will be involved (pupil meeting/parent meeting/recording as criminal damage).



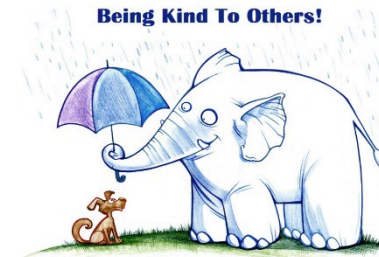
## Exemplar Daysheet

Name: XXX	Breakfast club and Tutor time	P1	P2	Break	P3	P4	Lunch	P5	Tutor time
0 = NO EFFORT 1 = SOME EFFORT 2 = GOOD EFFORT	9.00 - 9.45	9.45 - 10.30	10.30 - 10.55	10.55 - 11.40	11.40 - 12.25	12.25 - 1.10	1.10 - 2.10	2.10 - 2.25	
Morning Checks	Points	Target	Subjects to be completed by student for each lesson of the day						
Uniform		Target 1: XXX will use an indoor voice when speaking to all staff and pupils.							
Day sheet complete		Target 2: XXX to actively engage in a lesson for at least 30 minutes completing all work set neatly.							
Pen		Target 3: XXX will be able to keep his hands and feet to himself being mindful of others personal space.							
TOTAL:									
									

# Catch Me Points

- Given for kind and helpful behaviours outside of the classroom. 5 Catch Me Points 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 in a week = £5 Love to Shop voucher**

## APPENDIX 7

### Teacher Detention Process

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

**Lunchtime detention:** pupil name to be added **before** 12:20 - After this time pupil name must be added to the **after school section**

Enter pupil name and key stage

Enter a short description of the behaviours leading to the detention  
Enter staff initials of the person setting the detention

**If a pupil has already been given a lunchtime detention then follow the After school detention process :**

1. Enter a short description of the behaviours in the **after school section (Green)**
2. Enter staff initials of the person setting the detention –
3. Contact to be made with the parent/carers to inform them that a detention has been set and make arrangements for travel home
4. Contact the taxi company to cancel/rearrange taxi (if needed) – let behaviour team know this has happened

## APPENDIX 8

### 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.

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

## APPENDIX 9

# The 4W Form

Pupil Name

Staff Name

Lesson

Date

### Pupil's Comments

**W**hat did I do?

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---

**W**ho was affected by this?

---

---

**W**hat can I do better next time?

---

---

**W**ho can help me with this?

---

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### Staff comments only

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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, a taxi must be booked with Vokes (01634 222222) or the pupils respective taxi company. The behaviour team must be informed if a taxi is required.
- If the pupil has a daily taxi, this needs to be cancelled\*
- If pupils follow staff instructions they will do 1 hour after school, if not this may be extended.



## Detention Reflection Sheet



Name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

Describe what happened.

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How did you feel?




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What happened to you? (What was the trigger?)

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How did you think other students may have felt?

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How did you think staff may have felt?

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---

What can you do differently next time?

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Set yourself a target for dealing with similar situations

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# Social Debits

- Given for inappropriate behaviours outside of 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 = Bronze on Friday**

## **APPENDIX 13**

### **Reintegration Process**

- Following a suspension, the pupil will attend school with their parent/carer for a meeting with SLT, preferably the day before returning, this allows processing time.
- During this meeting, the incident that led to a suspension is discussed by SLT with an opportunity for pupil and parent to respond.
- Strategies are put in place and agreed for better future management e.g. the use of a trusted adult.
- Interventions are offered, when necessary, such as lego therapy, sensory circuits, anger management, drawing & talking and emotional regulation. If agreed, a referral form is sent to the intervention tutor so this can be put in place.
- Adjustments to the school day for the pupil may be agreed during a reintegration meeting (what they will do differently in school to reduce chance of further incidents) including social time amendments.
- There may be a police follow-up when necessary (depending on the incident that led to suspension) so collaborative work with our academy police team can be arranged.
- If a pupil has been suspended for an incident with a particular pupil or staff member, then we will complete a restorative justice meeting to outline expectations and rebuild relationships.
- Education around behaviours may be put in place for the day a pupil is due to return, this is to happen 1:1 with staff and needs completing successfully before returning to normal lessons.

## APPENDIX 14

### 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.
- Ensure a member of the Leadership Team is informed.
- Provide respite for all those involved at an appropriate time.
- Inform parents.

## PI pupil debrief checklist

- PI incident to be reported on Sleuth and referred to Mr 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 PI 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 PI 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 at the earliest opportunity
- **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 profile 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 16

### **Physical Intervention (PI) Quality Assurance (QA)**

Weekly and termly behaviour meetings are held and all PI data is analysed to identify any trends that need to be addressed. As a Trust Minimum Service Standard (MSS), at least 50% of PIs 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 PIs. Other groups we may QA are:

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

When completing the PI 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 pupil profile/risk assessment
- Was de-escalation at anxiety stage thorough?
- Was risk assessment 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 PI reports and review CCTV footage when available. All together this allows us to support pupils by identifying possible strategies and/or triggers and also support staff by identifying areas for improvement in their practice, including further training needs.

# **Pupils Offsite Without Permission Procedure**

## **Staff member witnessing the pupil**

1. Follow as far as where Timberbank meets Churchill Avenue
2. Radio to inform staff that a pupil is offsite
3. Look to see which direction they walk in if they start to walk along Churchill (e.g. turned left towards Poacher's Pocket or turned right towards the Spar or crossed the road and heading up Malta Avenue)
4. Confirm that a member of staff has received your radio message
5. Give the direction the pupil is travelling in to the staff member you are communicating with and return to site.

## **Staff member on site**

1. Confirm you have received the radio message
2. Make a note of the time
3. Make sure you know which direction the pupil is travelling in
4. Make a phone call to parents (if any issues with this seek support from a member of SLT/MLT) to inform them of last location/direction of travel and that they need to collect the pupil. Inform them that we will let them know if the pupil returns to site.
5. If they are not found by parents/return to site then a call to 111 will need to be made (seek support from SLT/MLT if needed)