



# Inspire Academy

## BEHAVIOUR FOR LEARNING POLICY

Policy prepared by:	Mark Burgiss/Daniel Peck
Ratified by Academy Board on:	
Policy to be reviewed on:	April 2020

## APRIL 2019

Inspire Academy values each student 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 students 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 in line with Department for Education publications:

'Behaviour and discipline in schools: Advice for headteachers and school staff' (January 2016) 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.

- Teach, through our school curriculum, 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, 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 and will 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 students at the Academy. They are the person who should know the student 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 social communication (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 and whole school assembly	AM – Day sheet / targets	AM – Day sheet / targets	AM – Day sheet / targets	AM – Day sheet / targets
PM – Reward assembly	PM - Literacy	PM - Numeracy	PM - PSHE	PM – Rewards / Catch up

### 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. Each parent and carer will be invited to a review meeting in the first week of every term with an appropriate member of staff to review their needs and progress.

### Academy Leadership Team

The senior leadership team will support staff to consistently apply the Academy's Behaviour for Learning policy, and regularly monitor student'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 Student. Identifying achievable targets with the student and staff member concerned.
- Removing the student 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 student 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 sanction of 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. The process of reflection will be included in a Sleuth report where necessary including the opportunity for the learning time to be made up with the member of staff. This system is now overseen by the Behaviour Team. They are responsible for ensuring the smooth operation of the ON-call system and analysing any patterns in data, so appropriate strategies can be put in place.

Classroom teachers will radio for a member of On Call to support pupils that require time out of the lesson. 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 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)**

### **Community Service**

The students' ability to make reparation for destructive actions and damage to property is essential in order to ensure student 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 participation in community service and/or a bill. The damage/destruction will be costed and the following process will be followed:

- First time any ACCIDENTAL damage is caused = Community Service.
- First time any DELIBERATE damage is caused = Community Service + 50% of bill for the damage to be sent home.
- If ACCIDENTAL damage is caused for a second time = Community Service + 10% of bill for the damage to be sent home.
- If DELIBERATE damage is caused for a second time = Community Service + 50% of bill for the damage to be sent home + Meeting with Police Youth Intelligence Coordinator to discuss damage caused.

**(See Appendix 2)**

The community service will, wherever possible help support life and independence skills and could include supervised maintenance work.

If a student fails to engage in community service, this will be rearranged until they will complete it, we may ask parents/carers to support where necessary.

Community Service will be scheduled on any evening within the academic week. The staffing of community service is timetabled on a set weekly rota.

## **Social Development and Behaviour Expectations**

### ***\*\*The Sleuth 25 Core Competencies\*\****

There are 6 scheduled Academic Assessment Points throughout the Year (**see Assessment Cycle**)

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

- Managing Myself
- Resilience
- Relationships
- Communication
- My Emotions

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 student may need in order to successfully achieve their targets.

Tutors are expected to formally review each of their tutees' progress against the SIS Targets each half term. Each tutor will then review these with their SLT line manager during a weekly whole staff training session and review whether targets/support need to change for the next half term. After this discussion, each tutor must contact home to ensure parents/carers are aware of the students' needs/progress/support.

## 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 now carry a day sheet that has 3 individual targets relating to their Educational Health and Care Plan (EHCP), these targets are reviewed termly, however changes are made earlier if required, based on the relevance, for example 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 – 90% (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.

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

Silver rewards may include:

- Indoor games

- Board games
- Sport

### **Catch Up**

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
- 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 the whole school reward assembly, with 3 pupils 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 the whole school reward assembly **(See appendix 3)**.

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
- Internal isolation
- Parental meetings
- External Exclusions

Lunchtime detentions are given by the class teacher or support staff if a pupil has not followed instructions during their lesson, not completed the required amount of work or any other inappropriate behaviours. 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. Parents are informed and the pupil will stay on that day so that every day is a fresh start where possible **(See appendix 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 10 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**).

Internal isolation is given to those pupils that do not adhere to the school rules and cause persistent disruption. Pupils that are put in to internal isolation are decided during the daily behaviour meeting. 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.

## **External Exclusions**

### Fixed Term

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 exclusion where they consider it to be a lawful, reasonable and fair action. The decision to exclude will depend upon the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding 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 exclusion, consider causal factors and to put in place strategies to avoid it, there will inevitably be exclusions if discipline is to be maintained. The head teacher will take account of his/her legal duty of care to a pupil when taking a decision to exclude.

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

The school also has the authority to exclude children for the lunchtime period and this will count as one session or half-day. When establishing the facts in relation to any exclusion 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\\_Exc\\_lusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exc_lusion_Stat_guidance_Web_version.pdf)

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

In the event of an Exclusion, 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 Restrictive Physical Intervention (RPI). The vast majority of staff have a valid Team Teach Certificate.

Restrictive Physical Intervention (RPI) definition:

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

**(Please refer to Appendix 9 for more details).**

Team Teach advocates that we should have a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force. The statement is:

*“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.* (George Matthews – Team Teach Director)

## Positive Handling Statement

Positive Handling is about using a holistic approach to a range of risk reduction strategies which may include: non-verbal and verbal (95%) and where reasonable and necessary RPI (5%).

RPI should be limited to emergency situations and used only as the last resort in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property and where it looks like they may commit an offence. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

**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. RPI 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 RPI 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 restrictive intervention. The physical intervention 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 RPI has been used and record as a Physical Intervention on Sleuth, ensuring that the serious incident form template is selected. These incidents then need to be referred to M. Burgiss 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 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, ensuring that the serious incident form template is selected. These incidents then need to be referred to M. Burgiss and the behaviour team. Each incident involving RPI is then reviewed with the pupil and staff by an adult that was not directly involved in the RPI (**See Appendix 11 RPI QA Checklist**)

## **RPI Data analysis**

The behaviour team analyse the RPI 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.

## **RPI Quality Assurance (QA)**

A selection of the RPI'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 trainings 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 with Administrative Staff 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.

## (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 Student out for 3 minutes take up 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 student 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)

## COMMUNITY SERVICE PROCEDURE

- First time any **ACCIDENTAL** damage is caused =  
**Community Service.**
- First time any **DELIBERATE** damage is caused =  
**Community Service + 50% of bill for the damage to be sent home.**
- If **ACCIDENTAL** damage is caused for a second time =  
**Community Service + 10% of bill for the damage to be sent home.**
- If **DELIBERATE** damage is caused for a second time =  
**Community Service + 50% of bill for the damage to be sent home + Meeting with Police Youth Intelligence Coordinator to discuss damage caused.**



**KEEP  
CALM  
AND  
RESPECT  
OUR SCHOOL!**



# Catch me Points

(Appendix 3)

- Given for kind and helpful behaviours during Breakfast club, break time, lunch time, after school and walking between lessons. 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)

## Lunchtime Detention Process

- Detention staff to collect pupils from the hall promptly at 12.45pm.
- Pupils to be sat quietly at a desk by 12.50pm with the work they need to complete.
- If at 1pm pupils have worked well and followed all staff instructions, then they can leave.
- If pupils are not following instructions, then they will remain for the whole lunchtime detention (1.10pm).
- If a pupil has not followed the lunchtime detention rules, then there needs to be a follow-up consequence.
- Where possible, this consequence needs to be an afterschool detention.
- Lunchtime detention staff to inform the staff member that issued the detention. They will then need to follow the after-school detention process.



(Appendix 5)

## 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**

**W**hat did I do?

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**W**ho was affected by this?

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

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

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**Staff comments only**

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Signed (pupil) \_\_\_\_\_

Signed (staff) \_\_\_\_\_

(Appendix 7)

## After School Detention Process 2018/19

- 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) using the code 'Silverbank', 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.

**\*Please check the taxi list in the staffroom to see who does have transport and what company to phone**

(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

**10 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, radio’s 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

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## Risk assessment

- 6= substantial
  - 3= moderate with control measures
- (See attached risk assessment)
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## Context

Tutor group: Holmes  
Year: 7  
Form tutor: Mr Doran

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## Diagnosis

- ADHD
  - Asthma
  - Learning difficulties
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## Triggers

- Other students can wind John up.
  - Some literacy tasks.
  - Has more incidents the day after a weekend or holiday
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Photo  
(Appendix 10)

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## Medication

- Salbutamol inhaler 100mg
  - (Does NOT take ADHD medication)
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## Behaviours

- Refusal to follow instructions
  - Swearing at adults and pupils
  - moving in to personal space, pushing
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## Welfare

- CHiN open
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## Crisis strategies

- Time out of class
  - Space and take up time
  - minimal communication/one voice
  - time outside of the building
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## Educational support

- Simple instructions and take up time
  - Work given in small chunks with visual prompts
  - 3 x 1:1 literacy intervention sessions per week
  - 1 x 1-hour weekly drama therapy session
  - 1 x 45-minute group SALT and social skills
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## Notes and attendance

- attendance 96.32% (05/07/18 - term 6)
  - John wears glasses.
-

**(Appendix 10)**

<b>DETAILED PUPIL RISK ASSESSMENT</b>					
<b>This should be revised after every incident</b>					
Pupil name		Date of birth	15/05/2006		
Pupil class/Year	Holmes / Year 7	Risk category to staff (highlight)	High/ <b>Medium</b> /low		
Date of initial assessment	07 <sup>th</sup> June 2018	Risk category to self/other pupils (highlight)	High/Medium/ <b>low</b>		
Name of assessor	Mark Burgiss				
<b>BRIEF HISTORY (any information that could help - family, former schools etc.)</b>					
lives with Dad and see's mum at the weekend came from Elaine Education Centre (Chalklands).					
<b>CHARACTER (how does the pupil present in school)</b>					
can be polite and works well as part of his small group. He will come in to staff personal space at times to 'hug' them and does need to be reminded to stay out of people's personal space.					
<b>MEDICAL INFORMATION - Include allergies</b>					
Diagnosis	ADHD and Asthma				
Medication taken	Salbutamol 100mcg inhaler				
Times to be taken	When needed				
<b>KNOWN TRIGGERS THAT MAY CAUSE UNDESIRE BEHAVIOURS (Asked to complete certain tasks, talking about certain family members etc.)</b>					
1	Some literacy tasks				
2	Identified as having more incidents the day after a weekend or holiday				
3					
<b>PATTERNS OF BEHAVIOUR LEADING TO FLASHPOINTS? (appearance, facial expression, repetitive movements etc.)</b>					
1	Refusal to follow instructions				
2	Swearing at adults				
3	Moving in to adult personal space and pushing/barging				
4	Will get in to pupil personal space				
5					
6					
<b>TYPICAL BEHAVIOURS AT FLASHPOINT (physical aggression, throwing objects, absconding etc.)</b>					
1	Physical aggression towards staff				
2	Will 'seek out' adults to assault				
3	Will punch, kick and spit.				
4					
5					
6					
<b>WARNING! FACTORS THAT INCREASE RISK (transitions, hunger, being around certain individuals etc.)</b>					
1	Identified as having more incidents the day after a weekend or holiday				
2					
3					
4					
5					
6					
		Highlight H M or L depending on score	<b>Severity</b>	<b>Frequency</b>	<b>Rating</b>
			<b>H M L</b>	<b>H M L</b>	
		Risk potential	3	2	6

## (Appendix 10)

CONTROL MEASURES TO REDUCE POTENTIAL RISK					
1	Heavy work during period 3 and 4 the days after a weekend or holiday.				
2	When angry allow time and space outside.				
3	Keep out of 'name' space when he is angry.				
4	Minimal communication – only clear expectations followed by take up time				
5	One voice				
6					
		Highlight H M or L depending on score	<b>Severity H M L</b>	<b>Frequency H M L</b>	<b>Rating</b>
		Risk potential with control measures in place	3	1	3
OTHER IMPORTANT INFORMATION (diversion and distraction, pupil interests)					
When 'name' is let out during an incident, needs to be monitored from a distance. Make sure incident is reviewed.					

<b>Severity</b>	<b>Frequency</b>		
	Low (1)	Medium (2)	High (3)
Low (1)	Negligible 1	Low 2	Moderate 3
Medium (2)	Low 2	Moderate 4	Substantial 6
High (3)	Moderate 3	Substantial 6	Extreme 9

1 and 2	Positive reinforcement of good behaviour
3 and 4	Take action to reduce risk, monitor and review controls
6	Revise controls
9	Risk intolerable for this environment



(Appendix 10)

## POSITIVE HANDLING PLAN

NAME:

CLASS: Holmes

YEAR: 7

EHCP? **Y** / N

REVIEW DATE: September 2018

### ADDITIONAL INFORMATION:

eg Medical Data: known medication/Asthma/Nose bleeds etc

ADHD and Asthma

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

Verbal advice/support

Reassurance

**Tactical ignoring**

Negotiation/Partial agreement

Transfer adult

Planned positive distractions - what?

Positive touch

**Take up time.**

**Time outside offered/directed**

Choices/limits/consequences

Others:

i.e. Classroom organisation.

## (Appendix 10)

<b>Preferred Handling Strategies: (Described the preferred staff responses/holds)</b>			
<b>Technique</b>	<b>Standing/Sitting</b>	<b>Number of staff</b>	<b>Breakaway Techniques</b>
2-person single elbow	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.

(Appendix 11)

## RPI QA checklist 2018/19

- RPI incident to be reported on Sleuth and referred to M. Burgiss or D. Peck, **before the daily behaviour meeting if possible, but definitely by the end of the day it occurred.**
- M. Burgiss or D. Peck to print the RPI form out and share it with staff at the daily behaviour meeting/morning briefing.
- Form tutor to take the RPI form 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).
- Form returned to M. Burgiss or D. Peck to carry out the review of the incident with staff involved.
- Data from RPI QA will be analysed during the weekly behaviour team meeting and interventions introduced if necessary.

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

## (Appendix 12)

### **Restrictive Physical Intervention (RPI) Quality Assurance (QA)**

At Inspire all RPI's are discussed in the daily behaviour meeting and actions agreed as to sanctions and next steps. We carry out QA on a random sampling of RPI's, these are carried out within 24hrs of the incident, which includes both the review of the incident with the pupil and the debrief with staff including the review of any video evidence. Other QA's are carried out every time if certain pupils are involved. For example, CLA, pupils that have and are known to make allegations and/or if a pupil is involved in an RPI more than once during a week.

The RPI document produced on Sleuth is given to the form tutor of the pupil during the behaviour meeting so they are able to discuss the incident with the pupil during Tutor Time the next morning, so they have their view. The reason this is done this way is for a number of reasons:

- The pupil will have a good relationship with their form tutor.
- The adult asking the questions will be completely impartial to the incident.
- The report from the pupil will be a true account of what they feel happened and what could have been done better, if anything.
- The form tutors know to always start with the question "What could staff have done better?", this is so the pupil again feels comfortable and understands that we will listen and take them seriously.
- The form tutor can support with any restorative justice that needs to be completed between the pupil and the staff member(s) involved before returning back to their lessons.
- Any strategies agreed with the pupil to be shared with all staff to help de-escalation and reduce the chance of the incident reoccurring.

Once the pupil section of the document has been completed and the restorative justice carried out if necessary, the debrief with the staff member will take place. Good practice will be identified and areas for improvement discussed and actioned.

During the weekly behaviour team meeting an analysis of the RPI QA then takes place looking for patterns in the data and an understanding of these patterns so that practice can be refined where necessary. The following list is not exhaustive:

- improved outcomes for staff and pupils identified,
- refining of individual support plans which may include modification to the individual curriculum and/or the environment and updates to pupil risk assessments,
- any possible staff training needs identified.

All changes related to the pupils after an incident are shared with parents/carers so that any strategies are supported by them and there is transparency of Inspire staff practice.