Behaviour & Relationships Policy

LAST REVIEW NEXT	October 2017	REVIEW PERIOD	Annually
NEXT REVIEW DATE	October 2018	TYPE OF POLICY	Statutory

Principles of this Relationships' Policy

Inspire Academy is a caring community in which all members work together to create a climate in which each individual can achieve his/her full potential. Good working relationships are key to ensuring good learning in classrooms and creating an atmosphere conducive to personal happiness and security within the Academy.

To achieve this, the policy is based on the following principles:

- **The students will succeed and achieve in an environment in which they feel safe, welcomed and valued.**
- **That student's behaviour will reflect respect towards other young people and adults including freedom from bullying, harassment and discrimination.**
- **That students meet behaviour expectations 'First Time, Every Time'.**
- **That discussion and modelling of best practice should be the main means of securing good behaviour.**
- **That rewarding effort, and achievements of all kinds, will be the most effective way to secure good and high standards of achievement in the Academy.**
- **That rules must have reasons and all staff must apply them consistently and fairly, in order for rules to be respected.**
- **That early intervention is crucial in dealing with challenging behaviour.**

Early Intervention

Every student will have a completed Child Risk Assessment (CRA) detailing risk to themselves, others and property. This will identify level of risk as low, medium, high and critical. A student may move up and down this grading based on the number of incidents. The CRA will detail the individual behaviour plan and help the student to begin to reflect on and action strategies to support the ownership of his/her own behaviours. Continual focus on achievement and review of areas of improvement will allow the School Leadership and the Staff to focus their attention on 'improvement' and progress. The CRA's will be reviewed termly and/or if there is a significant change of circumstances.

ROLES AND RESPONSIBILITIES IN ENSURING STRONG ATTITUDES TO LEARNING AND STRONG WORKING RELATIONSHIPS

Effective behaviour management at INSPIRE ACADEMY depends upon the whole staff working together to achieve a consistency of approach which reflects a positive ethos towards learning.

All staff – wider Academy Environment

Establishing good habits of behaviour around the Academy is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behavior around the Academy and should lead by example, as well as teaching good and appropriate behaviour.

Tutors

Tutors play a pivotal role in the life of the students at the Academy. The tutor is the person who should know the student the best in the Academy. Tutors should:

- Fully familiarise themselves with each Child Risk Assessment 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 using SLEUTH
- 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
- Student targets to be reviewed fortnightly by the Tutor.

Weekly Tutorial Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
1:1 target reviews in Tutor group / Reading	Social Skills	Numeracy	Literacy KS3 KS4Assembly	KS3Assembly Literacy KS4

Staff (Inspire Academy believes Teachers and Teaching Assistants are facilitators of learning and there is a shared ownership and responsibility to promote positive relationships in and outside of the classroom)

By using the strategies of rewards, support and sanctions, all staff will establish an atmosphere where learning is the MOST important part of the school day. Staff should:-

- Prepare stimulating and engaging lessons to generate good behaviour
- Extend and motivate all students to the best of their ability
- Seek to create a positive working environment that is appropriate to the learning requirements of the subject, the individual and the group.
- Acknowledge successful work and good behaviour in line with the identified rewards system.
- Consider and apply Classroom Practice and Management in response to student behaviour.
- Continually and consistently apply Academy expectations and sanctions – (see Learning Expectaions)
- Fully recognise the needs and targets of all students when planning stimulating and engaging lessons.
- In situations where difficulties continue, the Academy Leadership should be consulted and/or involved.
- On occasions when a situation cannot be contained or managed, the staff member should use the radio to contact On Call and using protocol, liaise with the Learning Engagement Co-ordinator

Students

- 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 relationships policy, and regularly monitor student's progress in relation to targets and learning expectations.

Possible actions:

- Discussing and supporting the staff member 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.
- Establishing a 'review date' with the staff member and student to continue to monitor the situation.
- 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 certificates and other 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.
- Deals with matters of a confidential nature, disseminating information in accordance with legal limits.
- The Headteacher has the right to impose the ultimate sanction of exclusion in accordance with current legislation

Academy Board

It is the responsibility of the Academy Board to monitor the effectiveness of the school's relationships and attendance policy and to support the Headteacher and the Academy Leadership Team. The Academy Board will ensure focus and challenge in respect to data, analysis and actions to support continued improvement.

Systems

The On-Call System

The system is in place to support and manage behavior safely and strengthen working relationships. It will allow the student space to consider the appropriateness of the presenting behaviours including a reflection dialogue. The process of reflection will be included in the Sleuth report including the opportunity where the learning time can be made up with the member of staff. This system is now overseen by the Assistant Headteacher. They are responsible for ensuring the smooth operation of the ON-call system.

The On-Call system will be overseen by the Learning Engagement Co-ordinator. Classroom teachers will radio for a member of On-Call to deal with incidents beyond Classroom Management protocol. Students picked up on the On-Call system will have a maximum of 5 minutes out of the lesson to 'reflect' on the incident and work with the Learning Engagement Co-ordinator The Learning Engagement Co-ordinator will record information and reintegrate student back into the learning environment. The Learning Engagement Co-ordinator will also ensure all incidents have been recorded on Sleuth, chase outstanding information and liaise with the Assistant Headteacher

where appropriate and when collating valuable data. If the student is not reintegrated after 5 minutes, the student must make up the lost learning time with the class teacher at the earliest opportunity. When the learning time cannot be completed on the same day, the member of staff must contact the parent/carer and inform them that the remaining learning time will be made up the following day afterschool.

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 willful damage to displays) will carry an expectation of participation in community service. The damage/destruction will be costed and allocated against a schedule of after school 'work' which will be priced at national minimum wage. The number of hours required to pay off the debt will be agreed and a contract drawn up. The student will gain an understanding of cost, value and have a more realistic understanding of how long it would take to earn enough money in order to replace property.

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, they will be internally isolated until the service is completed.

Community Service will be scheduled on any evening within the academic week. The staffing of community service will be supported by a member of SLT.

Please see Appendix 2

Inspire Academy Learning Expectations

1. Make positive contribution to learning without   the fear of bullying and discrimination

2. Learn to the best of their ability

3. Be respectful of others and the environment

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 also be assessed against the Sleuth Core Social Development Competencies as a method of 'Independent Assessment' and skill acquisition. The Social Development Competencies 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, key to social independence, 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 this assessment may however be useful in providing evidence to inform other assessments. 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 'Independent Social Competency Assessment' identify the level of support a student may need in order successfully achieve their targets.

Tutors are expected to formally review the tutor group's students' progress against the Sleuth Behaviour Competency Targets each half term. Each tutor will then review these with their SLT line manager 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

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 students. The following will occur:

The teacher and teaching assistant will visit the Learning Expectations in each lesson. The student can achieve a point for each learning expectation met. Total: 3 points per lesson. During the plenary a discussion of achievement and progress for the lesson outcomes including Learning Expectations will take place. Students can also achieve a maximum of 3 points during tutor time, break and lunch. The total number of points a student can achieve in an academic week equates to 150. If a student achieves 120-150 Learning points, they can access 2 lessons reward time a week. If a student achieves 90-119 Learning points, they can access 1 lesson of reward time a week. Students will be asked for their views in order to support self-review and ownership of targets in Reflection

Rewards

This will include:

Good work, behaviour and attendance are the expected norms. Students' progress should be acknowledged as well as their achievements. Staff should communicate through comments, either verbal or written.

Certificates are given by form tutors for significant and sustained achievement or progress. A letter or postcard may be sent home congratulating the student and informing the parents of their child's success. Catch Me Points – staff can allocate individual points for students if they witness or are aware of a student making a positive contribution to the school or community. All information will be recorded on Sleuth.

Inspire Academy Rewards Bank include:-

- Learning Expectation points
- 'Catch me' points
- In school catalogue with a range of items - points can be 'cashed' in for prizes
- Student of the Week – £5 love2shop voucher (the student that accumulates the highest number of learning points)
- Postcards sent home
- Afterschool enrichment Activities
- Weekly certificates and activities
- End of term rewards

Classroom Behaviour Management Expectations and Sanctions

In many cases minor behavioural problems can be resolved immediately by talking with the students concerned and reminding them of what is expected of them. All staff should reinforce the learning expectations.

All staff should use staged classroom management intervention strategies before referring to On Call. Such strategies include moving the pupil within the classroom, use of the Teaching Assistant, time out (if an agreed strategy), break and lunch time sanctions, phone calls to parents, etc.

Classroom Management Intervention Guide:

1. Verbal Warning 1
2. Verbal Warning 2 and discussion with staff revisiting Learning Expectations. Points impacted if engagement not brought into line with Learning Expectations. Opportunity to make the right choice and still achieve. Students will be forewarned that the consequence of a third verbal warning will result in a change of seating plan.
3. Verbal Warning 3 and move seat.
4. On Call 'difficulties persist' and serious disruption to other learners and environment is deemed unsafe. If On-Call is utilised, the student must make up the lost learning time during a period of reflection with the teacher.

Where difficulties persist over a series of lessons in one subject or across several subjects, the Form Tutor will become involved once the class teacher has followed classroom behaviour procedures and used a range of strategies. If appropriate, the Form Tutor will liaise with SLT Key Stage Lead. The following sanctions/strategies may be employed, ensuring that the sanction selected is appropriate to the problem encountered.

Classroom Management Follow up:

- Temporary removal from the group to re-establish standards required of the pupil (Through the on-call system).
- Restorative Justice.
- Detentions at break, lunch or afterschool.
- Phone call to parents/carers.
- Community Service.
- Meeting between school, pupil and parents.
- Formalised Internal exclusion
- Exclusions in line with current legislation and exclusion policy.

Appendix 1

On-Call Process:

Classroom
- Inspire Academy Learning Expectations adhered to.
- On-call process to be utilised after staged classroom management intervention
- On-call process to take Student out for 5 minutes take up time before returning to lesson.
- Reflective discussion
- Any learning time wasted after the agreed 5 minutes time out will be monitored and its total will result in a detention of the same length. If the student returns to the learning environment (albeit after the agreed 5 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.

Learning Engagement Co-Ordinator to oversee:

- The co-ordination of the on-call team; a positive ethos and creating opportunities to re-integrate students
- Student to return to class within the 5 minute designated 'time out' and if appropriate
- If student is not ready and/or refuses to return to the learning environment, student taken to a designated area with work and further sanctions will apply. Every effort must be made to return student to the Learning Environment.
- Student returned to class when appropriate or moved on to next lesson
- Outcomes shared with staff involved
- Thee Learning Engagement Co-Ordinator ensures the class teacher has completed SLEUTH
- Classroom teacher to follow up with appropriate further consequence and using Assistant Headteacher where additional support is required

Appendix 2

Community Service

Level 1:

- A Community Service Contract will be issued for each incident of damage caused by a student.
- The Community Service Lead will draw up the student's Community Service Contract and send copy home for signing and discussed on the phone.
- Students, Parents/Carers and Staff will sign the Community Service Contract and work will then begin on the assigned days until the damage has been 'repaid'.
- Possible internal exclusion.
- If a student fails to complete his/her Community Service due to behaviour/refusal then a charge for that damage will be issued.
- **2** Community Service Contracts will be issued before moving onto **Level 2**

Level 2:

- At the **Third** Community Service Contract meeting the student's name is turned **'RED'** and he/she is then monitored closely by the Community Service Lead and the Assistant Headteacher for Behaviour.
- Possible internal exclusion.
- If no more incidents of damage are registered and Community Service Contracts are completed then the student moves back to **Level 1**.
- If a student is involved in a further incident of damage then he/she moves to **Level 3**.

Level 3:

- Parents/Carers are invited in to discuss damage with the student, Police Community Support Office (PCSO) (if appropriate) and a member of SLT and the Community Service Lead.
- Relevant interventions are put in place to assist the student.
- Possible internal exclusion.
- Possible Police involvement

Community Service Process

- Record incident of damage onto SLEUTH.
- Take photograph of damage.
- The Community Service Lead will decide on the appropriate allocation of Community Service based on the information reported.
- The Community Service Lead will draw up **'Community Service Contract'**.
- The Community Service Lead will contact Parents/Carers to discuss incident and send Community Service contract home to be signed.
- The Community Service Lead will liaise with appropriate staff member(s) of the duration, time and reason for the student's Community Service.
- The Community Service Lead will cancel students taxi (If appropriate) on the day(s) of Community Service

- Staff member(s) assigned to Community Service supervision will record attendance and completion on Sleuth. Monitored by Community Service Lead.
- Staff assigned to Community Service supervision update the Community Service Lead of progress and/or when Community Service session(s) are completed using Sleuth data.
- Form Tutor to make a positive phone call home to Parent/Carers once all sessions of Community Service are successfully completed.
- Community Service Lead will send a letter home when Community Service is successfully completed.

Sustained and or substantial damage must be reported to Leadership immediately. Any student at Stage 2 or 3 will be supported by Leadership.