

# BEHAVIOUR POLICY

## FOR DOVER CHRIST CHURCH ACADEMY AND ASPEN2

(Statutory policy)

This policy links to:

Child Protection (including Prevent/Anti-radicalisation, CME, CSE, FGM)

Attendance

Anti-Bullying

Teaching and Learning

E-Safety

Acceptable Use

Health and safety

Complaints

Whistleblowing

This policy was ratified by the Governing Body on:	May 2016
This policy will be reviewed in:	May 2017
This policy will be reviewed by:	Mr G May



## Strategic Framework 2015-2018

### MISSION STATEMENT

We are proud to be part of the unique community of Dover Christ Church Academy where everyone is valued, supported and challenged to achieve their very best. Through our partnership with Canterbury Christ Church University, we all work hard to provide the highest quality education. We are committed to excellence, inspiring teaching in outstanding buildings, where students enjoy learning and make excellent progress. We believe that anything is possible and through our high aspirations and everyone's hard work, students will achieve their goals and go on to live full and meaningful lives.

### VALUES

- The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual
- The development and delivery of excellent teaching and learning
- The power of education and lifelong learning to transform individuals, communities and nations
- Our friendly, inclusive and professional community of students, staff and families preparing individuals to contribute to a just and sustainable future

# DOVER CHRIST CHURCH ACADEMY AND ASPEN2 BEHAVIOUR POLICY

## Introduction

Dover Christ Church Academy and Aspen2 are committed to providing an inclusive learning community where all people feel safe, happy, integrated and nurtured. It is important that within this learning community a framework exists which supports orderly, effective teaching and learning and promotes good progress and learning outcomes for all.

## Aims

The aims of this policy are:

- To foster a climate of mutual respect
- To ensure that all members of the Academy community feel safe and happy
- To promote socially appropriate attitudes and behaviours in order to establish and maintain a positive learning climate
- To enable students to change undesired behaviours for more positive and desirable behaviours.
- To enable students to develop the skills they need in order to become increasingly able to manage challenging times with greater levels of independence and confidence.
- To encourage and enable all our students to become responsible young people who are able to participate fully in the community.
- To set high expectations for our students whilst valuing each child individually, treating all children with the same respect and dignity in accordance with our equal opportunities policy and regardless of academic ability, degree of learning difficulties or behavioural challenges that they may present.
- To use a range of positive strategies, approaches and interventions as a whole school in order to develop the quality of interpersonal relationships.
- To be intolerant of and report any racist, homophobic or sexist behaviour or language or any form of bullying.
- To adopt specific approaches for different students according to their individual needs - within a broad framework of agreed standards and expectations for the whole school community.
- To involve parents, carers as partners in the implementation of this policy.
- To work in partnership with other stakeholders and to seek the support of other external agencies, where helpful or necessary, in the pursuit of these aims.

## Scope

This policy applies to all students at Dover Christ Church Academy and Aspen2 when they are at school and also when they are dressed in Academy uniform and travelling to or from school. It also applies in some circumstances when students are out of school and during school holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

## **Publication**

This policy will be publicized to all parents, students and staff in writing at least once a year. Sections of the policy are also provided to all students in the Student Planner; to all staff in the Staff Handbook; is available on the Academy website and is available as a hard copy on request. This policy can be made available in large print or other accessible format if required. Assistance will be sought with translation if appropriate.

The Home School Agreement (Appendix A) Academy code of conduct and school rules (Appendix B) and tariff of Rewards and Sanctions (Appendix C) are reproduced in different forms and formats within the School Planner and displayed in classrooms.

## **Conduct**

Students are expected to be polite and show consideration towards each other, school staff, visitors to the Academy and members of the public. Students are required to assist the school with tackling bullying and to follow the school's Anti-Bullying Policy.

Students, whether in or out of school, are expected to have:

- respect for others: their feelings, opinions, cultures, limitations including any differences;
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times;
- respect for the environment: their own, the physical space of the Academy, other people's property and the community in which we live;
- respect for the future: the belief that we can all make a difference by our contribution to our learning community and to the local, national and global community.

Students are required to observe the following basic rules at all times:

- Wear Academy uniform correctly and with pride at all times
- Behave in a manner which maintains good order and a positive climate for learning
- Respect others, yourself, the environment and the future
- Adhere thoughtfully to Academy rules for use of shared time and space

Students are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson;
- Listen in silence when the teacher or other adult is giving instructions;
- Follow instructions promptly and accurately;
- Engage in your learning to the best of your ability
- Always behave in a way that promotes the good learning of others
- Stay in an allocated seat or workspace unless given permission to move;

## **Rewards and Sanctions**

### **Rewards**

We believe that rewards are more effective than punishment in motivating the large majority of students. It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work;
- Good or outstanding pieces of work;
- Effort in class or for homework;
- Outstanding effort or achievement in extra-curricular activities;
- Service to the school or local community.

The foundation for the achievement of good behaviour will involve praise, rewards, and mutually respectful relationships between teachers and students. We may reward students in the following ways:

- Praise by staff
- Reward logs
- Positive telephone calls to parents and carers
- Praise Postcards home
- Personalised letters to parents
- Celebration assemblies
- Special privileges
- House Points
- House Ties
- House Prefects
- Certificates
- Reward trips

### **Sanctions**

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The School has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix C of this policy. Sanctions include:

- Behaviour logs
- Repetition of work
- Break and Lunchtime teacher or year detentions
- After-school detentions by teacher, faculty head, Progress Leader or SLT
- Referral to senior staff
- Warning letter to parents
- Withdrawal of privileges and/or responsibilities
- Tutor, Year Head and SLT Report card
- Community service
- Seclusion with after school detention
- Governors' Pre-Exclusion Panel
- Fixed term exclusion
- Managed Move, Referral to Alternative Curriculum provision or PRU
- Permanent exclusion

In all cases of misconduct, including those outside of the school, the Principal will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the student's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection policy will be followed.

### **Governors Pre-Permanent Exclusion Panel**

Under certain circumstance a Pre-Permanent Exclusion Panel of Governors (PPEP) may be convened to consider the behaviour of a student deemed to be at risk of permanent exclusion. This panel meeting is intended to act as a formal opportunity to provide clear information to parents or carers about the conduct of their child and for the Governing Body to warn a student about their future conduct. A PPEP will usually be composed of two governors and a member of the Senior Leadership Team. Governors sitting on a PPEP will not be permitted to sit at any future Permanent Exclusion appeals hearing involving a student whose case has been heard at PPEP.

### **Exclusions**

The school will follow government and Local Authority guidance on exclusions unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

### **Searching, Screening and Confiscation**

DCCA and Aspen2 follow the DfE guidance on "Searching, screening and confiscation" (2014, Reviewed July 2015):

#### **Screening**

"Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening." (SSC, 2014) DCCA and Aspen 2 do not use metal detecting screening methods as part of normal working practice. In the extraordinary circumstances that the Principal deemed such screening to be necessary any member of school staff is able to screen students. "If a student refuses to be screened, the school may refuse to have the student on the premises... If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised" (SSC, 2014)

#### **Searching**

DCCA/Aspen 2 reserves the right to search a student for any item if the student is in agreement.

DCCA/Aspen2 will exercise the statutory right to search students or their possessions with or without consent when there are reasonable grounds for suspecting that they are carrying the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers/e-cigarettes
- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The school exercises its right to identify as banned any items deemed to be harmful or which may cause a disturbance to good behavior or good teaching and learning. DCCA/Aspen 2 has deemed energy drinks banned and electronic media devices, such as mobile phones, MP3 players, hand-held games devices as prohibited when they are being used to cause a disturbance to good behavior or good teaching and learning.

For some identified students, fizzy drinks and sweets impact in such a manner so as to cause a disturbance to good behaviour or good teaching and learning. For these students these items will be considered banned.

Any search will usually be conducted by and in the presence of a member of the Senior Leadership Team. The Principal or members of the SLT can authorise a teacher in their place to use the statutory power to search students. Such authorisation will only be given where the member of staff has been briefed in the statutory framework for searching.

“Schools are not required to inform parents before a search takes place or to seek their consent to search a child.”(SSC, 2014)

Searches must be conducted by a member of school staff who is the same sex as the student being searched. There must be a second staff member present to witness the search and wherever possible the witness should also be of the same sex as the student being searched. (SSC, 2014)

The search could include the following locations - students’ clothes, possessions, desks/work trays and lockers. Only outer garments may ever be removed as part of a search. Outer garments are those not usually in contact with the skin.

Whenever any search process is undertaken all means practicable should be undertaken to uphold the personal dignity of a young person and to reinforce the Academy’s ethos and climate of mutual respect.

### **Confiscation**

Following a search, the school may confiscate, retain or dispose of a students’ property as a disciplinary penalty, when reasonable to do so.

If prohibited items are found they will be destroyed by the school and not returned to the student or their family. NB: if the prohibited items are illegal or have been / could be used in a manner constituting an illegal offence the items will be handed over to the police for them to manage as they see fit.

### **Use of reasonable force**

In keeping with national guidance the Academy does not have a ‘no contact’ policy. Such a policy could prevent staff from upholding their duty to protect from harm the children and young people in their care.

All school staff have a statutory power to use reasonable force to prevent pupils:

- committing an offence;

- injuring themselves or others;
- damaging property;

And,

- to maintain good order and discipline in the classroom and wider Academy.

The Principal and any member of staff so authorised by the Principal (see 'Searching' above) can use such force as is reasonable when searching a pupil without consent for prohibited items where the search is for an item banned by the school rules.

When restraint is used by staff, this is recorded in writing and logged with the Principal and in the event of a serious incident, the parents of the pupil will be informed.

Where a serious incident has occurred with a student or where ongoing risk assessments indicate that there is significant risk of a serious incident involving a specific student, parents or carers will be asked to attend a Positive Behaviour Support meeting and a Behaviour Support Plan will be put in place.

Force is never used as a form of punishment.

### **Malicious allegations against staff**

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the members of staff affected.

### **Bullying**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed.

### **Partnership with parents and carers**

Parents and carers are required to sign the Academy's Home-School Agreement and are encouraged to

work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

Parents and carers are expected to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents and carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

### **Arrangements for monitoring, evaluation and review**

The Vice Principal will evaluate the impact of this Policy by collecting and analysing data on:

- number of reward points and commendations for good behaviour each term
- The number of behaviour logs and other sanctions imposed each term
- instances of bullying and specific instances of racial, homophobic and transgender bullying and actions taken
- fixed-term and permanent exclusions – number of, and analysis of behaviour;

Analysis of this data will be reported to Governors on a termly basis.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of this policy. This policy will be reviewed at least once a year by the Governing Body.

### **Equality, Safeguarding and Equal Opportunities Statement**

DCCA and Aspen2, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

#### **DCCA & Aspen2 aim to:**

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

## APPENDIX A

### Home / Academy Agreement

#### AS TEACHERS AT THE ACADEMY WE WILL:

- Care for your son/daughter's safety and happiness
- Encourage high standards of behaviour from your son/daughter
- Provide a balanced curriculum to meet the needs of your son/daughter
- Praise, reward and encourage your son/daughter to do their very best so we can develop your son/daughter's talents and abilities as fully as possible
- Keep you informed about your son/daughter's progress in particular, and about Academy matters in general
- Help your son/daughter leave the Academy well equipped to make the most of the career opportunities available
- Be available to discuss your son/daughter's progress / any concerns

#### AS A PARENT I WILL:

- Ensure that my son/daughter attends the Academy regularly, on time and properly equipped
- Take an active and supportive interest in my son/daughter's work and progress, including home learning
- Attend Parents' Evenings and other discussions about my son/daughter's progress
- Support the Academy's strict policies and regulations on behaviour and uniform including a) up to 1 hour detentions without notice and b) same-day severe incident after-school detentions 3.10-4.40 pm with notice
- Check and sign the "Student Planner" each week
- Let the Academy know of any concerns or problems that might affect my son/daughter's work or behaviour
- Support the authority and discipline of the Academy including the wearing of correct Academy uniform, Academy detentions and other sanctions
- Avoid holidays in term time
- Ensure my son/daughter abides by the Academy's Mobile Phone Policy
- Keep contact details up-to-date and let reception staff know if our details change

#### AS A STUDENT OF THE ACADEMY I WILL:

- Attend the Academy regularly and arrive on time
- Bring all the equipment and kit that I need for everyday
- Wear the correct Academy uniform and be tidy in appearance
- Complete all my class work and home learning as well as I can
- Be respectful, be polite and be helpful to other students and the teachers
- Care for the Academy environment and help to keep the Academy free from litter and graffiti
- Not use mobile phones or any electronic media device on Academy premises

We understand and support the Home / Academy Agreement

**For the Student**..... Date:..... Tutor:.....  
(Write in capital letters)

**For the Parents**..... Date.....

**For the Academy**..... Date.....

I do / do not give permission for my son/daughter to have their photograph published in the Academy prospectus, local newspapers or on displays around the Academy, if required.

**Signed:** ..... **Date:** .....  
(Parents Signature)

## **Appendix B – DCCA School Rules**

**The table of DCCA school rules is currently being reviewed by the School Student Council.**

## Appendix C – TARIFF OF BEHAVIOUR MANAGEMENT SANCTIONS

Teachers are encouraged to use the A Logs (Achievement) on SIMS to commend students for good work/effort. B Logs (Behaviour) are completed when a form of intervention has been put in place by the member of staff (e.g student moved seat, sent outside for 2 minutes, sent to subject withdrawal room). Any intervention is to be recorded on SIMS in behaviour intervention and in line with policy

### THE BEHAVIOUR MANAGEMENT STRUCTURE

	Infringement	Responsibility	Intervention
<b>Level one</b>	<ul style="list-style-type: none"> <li>• Incorrect uniform</li> <li>• Late to school</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor</li> <li>• Assistant head of year</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform item loaned e.g. plimsolls/tie from Assistant Head of Year.</li> <li>• Phone call home for solution or student placed in isolation Unit for the day.</li> <li>• Tutor/Head of Year detention.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not following basic code of conduct.</li> <li>• Use of electronic devices in school.</li> <li>• Lack of class work/homework</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor</li> <li>• Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom intervention (moved seat etc.)</li> <li>• Teacher detention</li> <li>• Item confiscated and taken to Reception for collection by parent</li> <li>• Phone call home</li> </ul>
<b>Level two</b>	<ul style="list-style-type: none"> <li>• Repeated lateness</li> <li>• Poor behaviour</li> <li>• Persistent or severe poor uniform</li> <li>• Walking out of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• 2ic of Subject /Subject leader</li> <li>• Assistant head of year</li> </ul>	<ul style="list-style-type: none"> <li>• Late 'Catch up'</li> <li>• Late report</li> <li>• Year Leader detention</li> <li>• Seclusion Unit</li> <li>• Sent home</li> <li>• Phone call or letter to parent</li> </ul>
	<ul style="list-style-type: none"> <li>• Persistent breaking of classroom code.</li> <li>• Rudeness and disrespect to staff</li> <li>• Insufficient work</li> <li>• Persistent walking out of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Head of Year</li> <li>• 2ic Department</li> <li>• Head of Department</li> </ul>	<ul style="list-style-type: none"> <li>• Subject detention</li> <li>• Subject withdrawal room</li> <li>• Phone call or letter to parent</li> <li>• Subject report/Tutor report</li> <li>• Parent meeting</li> </ul>
<b>Level three</b>	<ul style="list-style-type: none"> <li>• Persistent defiance</li> <li>• Persistent disruption of teaching and learning.</li> <li>• Persistent poor behaviour around the school.</li> <li>• Swearing at staff or being threatening.</li> <li>• Truancy.</li> <li>• Offsite smoking etc</li> </ul>	<ul style="list-style-type: none"> <li>• Head Year Leader</li> <li>• Subject Leader</li> <li>• Vice Principal</li> <li>• Pastoral Manager</li> </ul>	<ul style="list-style-type: none"> <li>• HOY Detention</li> <li>• SLG Detention</li> <li>• Report</li> <li>• No participation in activities</li> <li>• Meeting with parents</li> <li>• Lesson visits by Year leader/SLG</li> <li>• Seclusion unit (1 - 2 days)</li> <li>• Twilight lessons</li> </ul>
<b>Level four</b>	<ul style="list-style-type: none"> <li>• Constant and severe disruption of teaching and learning.</li> <li>• Failure to comply with the school rules.</li> <li>• Continued abuse towards staff and other students.</li> <li>• On-going Truancy.</li> </ul>	<ul style="list-style-type: none"> <li>• SLG</li> <li>• HoY</li> <li>• Pastoral Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion (1, 2or 3 days)</li> <li>• Seclusion 2-4 days</li> <li>• Isolation provision either 7-9:30 am or 3-5pm each day</li> </ul>
<b>Level five</b>	<ul style="list-style-type: none"> <li>• Extreme behaviour</li> <li>• Continued failure to comply with the school rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership group.</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion 5 days</li> <li>• Governor disciplinary meeting</li> <li>• Permanent exclusion</li> <li>• Engagement with outside agencies.</li> </ul>

*Failure to co-operate or defiance of these guidelines will result in immediate movement to the next level*

## **Reports**

Reports are a valuable way of closely monitoring student behaviour. They provide opportunities for learning conversations around responses, attitudes and relationships. They are a platform for sustained challenge and for reinforcing positive improvements through praise and reward.

Reports are to be closely monitored:

Green report ⇒ Tutor

Yellow report ⇒ Heads of Year / Pastoral Manager

Red report ⇒ Senior Leadership Team

Reports must be presented by a student to the teacher at the start of each lesson. It is the responsibility of a student to collect their signed report at the end of the lesson. A student on report should actively seek out their supervising member of staff during break and lunch time in order to present their report and discuss progress through the day. Students should not seek out their supervising member of staff during lesson time.

At the end of the day all students on yellow or red report must present their reports and be issued with a report for the following day.

On any given day:

3 crosses = 30 minute detention

5 crosses = 1 hour detention

7 crosses = seclusion with 1 hour detention

A gap will be taken to be a cross. Failure to present report will be assumed to be 7 crosses.

Any failure to attend a report signing must be rigorously followed up and where necessary escalated to the next level.

Any crosses on a report must have a reason written on them as well as a signature

Once a student is placed on yellow report an ISP must be put in place. As part of the ISP parents should understand the detention penalties for failed lessons (crosses). Parents are expected to sign the ISP form and indicate whether notification of detention should be same or next day and whether by text or telephone – message or actual contact.

If a student is placed on red report they are in danger of a permanent exclusion and may be offered the choice of a managed move.

## **Detention System**

Any detentions set should be recorded on SIMS and a phone call place to home before any after school detention takes place. All communications should be also logged on the behaviour and also on the communication log on SIMS

### **Tutor, Teacher and Pastoral Detentions**

There are two variations which are decided from the seriousness of the infringement. The sanction could be either a break time detention of up to 15 minutes. *(Detentions at break time should be timed to finish 5 minutes before the end of break to allow for students to go to the toilet and have a drink.)*

Detentions after school should be for no more than 30 minutes and phone calls should have been made and logged on SIMs

Where a student fails to attend a Tutor or Teacher detention the detention should be escalated to Level Two (Subject Leader/Year Team). A phone call to parent must be made to let them know that the student has missed the detention and that they have been placed in a subject leader/Head of Year detention. This phone call must be logged on SIMs in the communication log and the behaviour log escalated up.

### **Subject Leader, Head of Year Detentions and Pastoral Manager**

These are an after school detention of 60 minutes. It is anticipated that the Subject Leader or Assistant Head of Year will usually make the call. Detentions and communication must be logged on SIMS.

Failure to attend Subject Leader or Year Team detentions will result in a 90 minute after school detention with SLG (Mr May and/or Miss Christie). The communication home should come from the Subject leader or Head of Year and recorded in SIMS

### **SLG detentions**

Where a student receives repeated Subject Leader or Year Team detentions consideration should be given as to whether additional support should be sought from the Senior Leadership Group. The student's conduct should be more closely monitored by placing them on report.

Failure to attend a SLG detention will result in seclusion.

Saturday Seclusion 8am – 12pm		
Vice Principals' Detention 90 minutes Friday PM		
60 minutes Faculty Detention Specific Nights	60 minutes Pastoral Detention Every Night	60 minutes Pastoral Detention Every Night
30 minutes Subject Teacher After School	30 minutes Pastoral Team & AO After School	30 minutes Pastoral Team After School
15 minutes Teacher Break or Lunch	15 minutes Tutor Break or Lunch	15 minutes Pastoral Team Break or Lunch
Classroom Teacher: Teaching and Learning	Tutor: Lateness & attendance	Pastoral Team: Pastoral

### **Catch Up Sessions**

Students who are late beyond the closing of the Tutor register at 9.05am will be required to catch up the full amount of time lost to learning. The Year Team will be responsible for supervising the after school catch-up session, informing parents or carers by telephone and ensuring that appropriate, meaningful work is provided by teachers.

Students who are repeatedly late or who truant lessons will be placed on report following the protocol and escalation.

Students who fail to attend Catch Up sessions will be referred to the Attendance Officer who will work in conjunction with the Year Team – referring on to the Vice Principal where necessary (Level Four/Five).

### **Seclusion**

For serious incidents, including verbal abuse, extreme defiance, fighting, very disruptive behaviour in lessons:

- 8.55 am – 4.10 pm
- Separate break/lunch time – both supervised
- Restorative work will be undertaken to work towards changing behaviour
- Staff will be asked to provide subject specific work for individuals and will be expected to do so.

Before a period of seclusion takes place, a telephone conversation/meeting between

the student, parent/carer and the year team should take place to discuss the reasons for the referral and the desired outcomes.

Students are placed in seclusion by the Year Team and with the agreement of the Vice Principal for Student Wellbeing – Mr May (or by Miss Christie in his absence), The Pastoral Manager - Mr Agar and The SENCO - Mr Hunt.

### **Fixed Term Exclusion**

This sanction will be used in extreme circumstances and will be made upon the recommendation of the Vice Principal for Student Wellbeing to the Principal.

Fixed term exclusions in excess of 45 days in any one year will result in a permanent exclusion or an alternative curriculum place.

Please see exclusions policy for additional detail

### **Permanent Exclusion**

Permanent exclusion is the final sanction for any community and is approached as a last resort when the behaviour of an individual places at risk other individuals or the on-going wellbeing of community as a whole.

Permanent exclusion hearings are held by a panel of Governors.

Please see exclusions policy for additional detail

## **Appendix D**

### **Policy into Practice**

#### **All staff are expected to:**

- Be friendly and courteous
- Set high standards in speech and manner
- Deal appropriately with misbehaviour
- Always support your fellow colleagues and offer to help
- Relate positively to the students
- Support students to self-manage and / or modify their own behaviour

#### **To set a positive environment staff should:**

- Empower students enabling them to choose and / or respond in a positive way.
- Be proactive in their management of students and planning of learning opportunities.
- Learning should be personalised
- Be active in responding to difficulties as they arise
- Be reactive when responding to serious or crisis situations
- There needs to be a gradient of response to the situations as they escalate / de-escalate
- Set clear behavioural boundaries
- Establish their authority firmly and calmly
- Be consistent in their approach
- Reward positive behaviours (e.g. verbally, with stickers, certificates etc.)
- Plan appropriate activities with suitable differentiation
- Provide positive feedback
- Have a team approach with shared ownership and responsibility for the behaviour of all students

#### **Whole School Approach**

Management of behaviour needs to begin in the classroom – sharing rules and expectations, rewards, and sanctions where necessary. It is essential that a clear plan of how to manage and respond to both positive and undesired behaviours is in place. All staff have a responsibility to consistently use the behaviour procedure. The class teacher will take the lead role in ensuring this procedure is followed.

Positive approach to management of behaviour is essential - students' need to know what it looks like when they are getting it right or making good choices. Reminders and reinforcement of when they are getting it right. The goal is to enable students to move positively forward from a negative incident and start to make good decisions – to enable students to change negative behaviours or choices and use more positive approaches to communicate their needs or wants. The reward/points system should be used consistently to engage students as much as possible in what points they have earned and how this relates to the positive impact they are having on the Academy. The aim is

to motivate, engage and encourage all students to take responsibility for their learning.

When students display undesired behaviours in order to communicate their needs or wants the objective is to enable the student to learn more positive behaviours to communicate these needs or wants

### **Whole school rules and expectations**

It is expected that all members of staff will provide learning opportunities that are relevant and engaging and that are appropriately challenging to ensure progression in learning can take place.

Students are in class engaged in learning and all members of staff are providing opportunities for students to succeed

When students are not engaged with learning or have left the class the aim is to enable the student to become ready to engage with the learning and return to class – this may be part of their existing support plan and existing strategies that are being currently used.

If a student is out of class and missing learning taking place, once the student is ready to engage the learning needs to resume. If however, this is happening for longer periods of time, then work can be caught up during break, however once the work is completed the student will then need to have a break. These strategies need to be agreed and reviewed with SLG and should be used minimally.

### **Stepped progression in management of behaviour**

#### **Consistency**

- Share and consistently follow rules and expectations in the class for all students
- Share and consistently follow reward systems with whole class to follow
- Students who are repeatedly not engaging with the rules and rewards may need an individual support plan developed in order to meet their needs.

#### **Rewards and Sanctions – Positive Behaviour Prompts**

All behaviours whether positive, negative, engagement, attendance of / absence from school, have a function and a communication of needs or wants. Central to our Behaviour Support Plans are analyses of the functions of student's behaviours. The behaviour support plan is framed to outline the purpose of behaviours so as to be able to design distracters, motivators and appropriate sanctions to help promote positive behaviour in the individual and aid in person-centred planning. Functional Analyses take place when regular and / or frequent problems arise and as part of the ISP (Individual Support Plan) process.

## **Rewards**

We have a whole-academy approach rewards. We wish to promote, foster, recognize and reward positive examples of citizenship, stewardship, respect, kindness along with all kinds of positive learning attitudes and behaviours.

Specific whole school schedules of rewards are given in the appendix. These include, for example – rewards points, points for gold, silver, bronze certificates, post cards home, hot chocolate with SLG and platinum award trips for students who have accumulated significant gold certificates over consecutive terms, 100% attendance assembly etc.

In class awards – individual teachers or faculties may devise whole class or individual rewards for learning behaviour. If classes devise their own in addition to whole school rewards, the system they devise needs to be followed consistently and the procedure for gaining rewards to be made clear to the students and team working with those students. Bespoke rewards approaches should be discussed with line managers.

## **Sanctions**

We have a whole-academy approach sanctions. We wish to promote, foster, recognize and reward positive examples of citizenship, stewardship, respect, kindness along with all kinds of positive learning attitudes and behaviours. Where students fail to adhere to Academy expectations, sanctions will be applied in a fair, transparent and consistent manner in keeping with this policy.

1. We follow a stepped approach to sanctions which escalate in keeping with the severity of the behavior or incident. Specific whole school schedules of sanctions are given in the appendix. These sanctions include behavior points, phone calls home, detentions and internal seclusion, fixed term and permanent exclusion.
2. For Aspen 2, all sanctions must be discussed with SLG and agreed before they are used and put into place and subject to the support plan in place.
3. It is very important that all rules, expectations and rewards are used consistently and reviewed regularly to ensure that they are having the best possible positive impact. It is paramount to remember we are enabling the students to make the best possible progress in their learning. When and if students display unwanted or challenging behaviour we want to enable the student to use more positive ways to communicate what they need or want. Using sanctions excessively or that are not appropriate to the actions will not allow for success with the student.

## **Individual Support Plan**

When developing an individual support plan it is essential that there has been a period of monitoring and assessing what the needs are of the student and what works and what doesn't in order to put a supportive plan into place.

This may include, length of time for working, how learning is delivered, how many breaks they need in between their learning, support material, individual timetables, individual therapy programmes or interventions. These strategies/plan need to be tracked and review to monitor the impact. As part of individual support plan positive handling may be required, however it is not a required feature of an individual support plan. If a student does need regular positive handling then it is essential that an individual support plan is written, shared with parents, SLG, and students.

When drawing up an individual support plan an initial meeting should be arranged to Invite parents/carers other professionals and SLG to go over the individual support plan, then finalise the plan and agreed plan with parents/carers, student and class teacher. All parties then need to sign the plan.

All staff need to follow the plan and it is essential that all staff are consistent with what is outlined in this plan – It is the class teachers responsibility to lead the implementation of the plan and to share the plan with the class team, student and wider Academy and/or Aspen 2 teams. The plan is an active document and will need reviewing and adapted regularly.

Referral to early help or other outside agency may feature as part of an ISP

All strategies, rewards, interventions need to be made clear to the student and to all staff, how rewards are gained. If any personalised sanctions are set these must be agreed by SLG along with under what circumstances they will be implemented. Personalised sanctions are those which are outside of the existing reward and sanctions framework (see appendix)

Outside agencies or support may be requested for advice or additional support, assessment – this should be part of the support plan. (see 'Restraint Reduction Planning and Functional Analysis', for additional detail on drawing up Individual Support Plans)

### **Planned Response to Emergency and Dangerous Behavioural Situations**

If a student is dangerously out of control the staff will make an urgent call for support.

The on-call SLG member or other member of team on call will immediately attend the named location.

The member of SLG will assess the situation and advise and if necessary will take over the situation and attempt to make the situation safe (e.g. using positive strategies, and/or the SafeSpace and as appropriate). The third member will observe, advise and assist with the decision-making.

If the SLG decide that the situation has escalated beyond their control, the decision to contact the Police by 999 may be made, for them to attend the scene to make the

situation safe and assist the school in its decision making, including whether to make an arrest - depending on the age, abilities and capacity of the student (offender) involved.

## **Restraint Reduction Planning and Functional Analysis**

As part of the school Positive Behaviour Support (PBS) practices, students who have a Behaviour Support Plan (BSP) have it shared with and signed by the parents / carers, class teacher, student and SLG.

Where a student has a high level of behavioural incidents or their normal behaviour patterns change significantly a PBS meeting will be called by the class teacher with the SLT and parents/carers and other agencies in the student's life will be invited in to discuss the situation, offer solution-focussed support strategies and revise the BSP accordingly. A Functional Analysis of the student's behaviour will be drawn up, along with an individual Risk Assessment by staff ahead of the PBS meeting and shared with parents / carers in the meeting. The parties in the meeting should seek to find therapeutic alternatives for the students' challenging behaviours; the BSP should be amended so as to provide activities which service the individuals' person-specific needs, but in an adult-led and positive way. The Functional Analysis of student behaviour is a vital source of information in the reduction of negative learnt-behaviours and the learning of positive, self-managed, behaviour choices.

## **Time Out**

Students may seek "time out" to calm down from an episode of challenging behaviour. This may take one of two forms – open or closed and can be for non-exclusionary purposes.

- **Open time-out** may be in an open area such as in the classroom e.g. at their work station / chill out area; outside the class e.g. on a chair; or nearby e.g. in the social area. They may be also in the playground, under staff supervision. Students in the main Academy may be issued a time out pass to a named member of staff.
- **Closed time-out** in Aspen2 may be in one of the "POD" areas. These areas are artificial tent-like spaces within the social area of Aspen 2. These areas have doors that cannot be locked, staff should supervise or monitor from an appropriate distance (e.g. outside the doors or out of sight as appropriate); students can go to, enter or leave the areas of their own free will. The spaces have toughened plastic windows to see in and out and opening zips at the top and bottom. The students are free to leave as and when they choose. The regular use of the POD will be always be carefully planned and used in conjunction with parental permission and be included within the Behaviour Support Plan.

Aspen2 Students may choose to take themselves to the POD to opt into time-out to calm. For other students, e.g. those with autism, the use of the POD as a calming room may be preferable to the use of a physical intervention. This is considered time-out as they can exit at any time.

An Aspen2 student may be taken to the “POD”, against their will, and placed within to calm by members of staff. This is to be avoided wherever possible and is to only be used as a final option (students may also require physical intervention to transport to the area) to ensure the safety of the student, their peers or school staff – this is too considered time-out, as they can leave the space at their choosing. Aspen 2 always prefers the zips to be undone or only partially used - this is considered non-exclusionary Time Out. The POD shall not be used if it has an adverse effect on the student e.g. escalating anxieties or behaviours.

NB: at the end of a POD session, once the student is calm and ready to return to class, there will be a verbal and/ or visually-supported debrief. The purpose of this is to ascertain the student's learning from the incident (see above) be it a student-led, staff-led time-out session and to signify that the time in the POD is at an end.

The use of the “POD” time-out rooms complies with the BILD Guidance on Time Out and Seclusion (2009) and the advice of the Kent PROACT-SCIPR-UK network (2013) see appendix f. Whenever the space is used, at the instigation of school staff, the “Time Out Log” is completed with the date, name of student, name and signature of staff member and the purpose of use – time out / seclusion (and why seclusion was considered necessary), duration of intervention. When time within the POD is complete the supervising staff member will record the outcome of its use.

## Appendix E Physical Intervention

Physical intervention is recognised as sometimes being necessary in addition to the school behaviour policies and the individual student behaviour management programmes. Aspen 2 adopts the Kent Education and Libraries 'Positive Handling Policy' to cover such incidents. There will be occasions when a student's behaviour is such that physical intervention will be the only way to ensure everyone's safety and continue to provide education. If physical intervention is required as part of a behaviour management programme then the programme must be authorised by the Headteacher and the parents notified.

The School has on-going training programmes in place in the use of PROACT-SCIPr-UK® (Positive Range of Options to Avoid Crisis and use Strategies for Crisis Intervention and Prevention) methods, should physical restraint be necessary due to any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining good order and discipline at school (e.g. running out or away from supervision, disrupting and preventing teaching taking place)

The authorisation applies on school premises and when the staff member has lawful control of the child or young person concerned elsewhere.

Following any or all uses of restrictive physical intervention there will be a full de-brief of the incident for both staff and students. A debrief for staff will enable staff learning from the incident to take place as part of the Positive Behaviour Support and Restraint Reduction processes. A period of staff support should always take place, to enable the staff to gather their emotions and ensure their well-being, before recording/reporting the incident and returning to normal duties.

### Definitions

The definition of restraint is the use of force to compel a student to comply with the aim of the staff member. The level of force required to make an intervention one that falls within the remit if this policy is difficult to formalise. It is essentially a judgment that relates to the action of the student, their characteristics and the action of the staff member. The intention is that the recording and monitoring procedures will ensure that these judgements are agreed and acknowledged as appropriate to the circumstances. For example:

**Escorting** - Accompanying for protection or guidance. This only should be considered as restraint when the level of compliance and degree of physical force are so great that the student is overpowered in order to be escorted

**Holding** – To assert authoritatively and maintain a standing position for a person who needs to remain in one place or be supported whilst moving in a non-restrictive fashion. Holding is considered as a positive behavioural support for our students as they may have difficulty with physical / mobility or lack the capacity to make informed decisions around the safety of themselves or others. i.e. 2-Person Arm Support, 1 or 2-Person Touch Support.

**Restraint** - The application of force with the intention of overpowering the child or young person to prevent them from harming themselves or others or damaging property.

### **The use of reasonable force will depend upon:**

- If the circumstances of the particular incident warrant it
- The degree of force must be in proportion to the circumstances
- The age, understanding and sex of the student

The minimum force necessary should only be used and it should never be used as a form of punishment.

### **Physical Intervention can take a number of forms, for example:**

- Physically interposing between students
- Standing in the way of students
- Holding, pushing or pulling
- Leading a student away from an incident

Any more restrictive holds should only be used following training in PROACT-SCIPR-UK® methods. The whole staff will be trained in the use of PROACT-SCIPR-UK® methods and will receive regular updates in training.

All incidents will be recorded – logged and reported – as appropriate using one or more of the following documents:

- the school behaviour incident form
- accident proforma as appropriate

Central to our policy for Physical Intervention is the post-incident debrief so that other positive gateways can be considered so that a restraint reduction plan can take place. It must be possible to consider if other positive and alternative strategies could take place in the future, rather than PI. **Physical Interventions are only to be used if there is No Alternative (TINA).** Our Interventions are always legal as they meet the Police JAPAN protocol - our PIs are always reviewed and evaluated before, during and afterwards to ensure that they are: Justified, Authorised, Proportionate, Auditable and Necessary.

### **Guidance on the acceptable use of physical interventions (PIs)**

The staff at Aspen 2 have been trained in the following PROACT-SCIPr-UK PIs. The acceptable (school- recommended) justification for use are described in the DCCA and Aspen2 SCIPR Handbook. (Appendix E)

### **Other Interventions**

In accordance with the 2006 Education and Inspections Act (Use of Reasonable Force to Control or Restrain Students) there are times when the formal PROACT-SCIPr-UK PIs are not possible or proves ineffective due to reasons of body alignment - under these rare and emergency circumstances the principles of Scipr must be followed - there is no alternative, other graduated responses tried, least restriction possible for the shortest possible time. The level of force used must be both reasonable and proportionate. The PI will be adapted and derived from a regular PROACT- SCIPr-UK PI for which there has been training. If an emergency derivative intervention is ever carried out, the SLT will be contacted and logged in full detail. There will be a full record, debrief and audit of such situations.

## **Emergency Control Restraints / Additional Higher Risk Restrictive Physical Interventions**

All Restrictive PIs, Other Interventions and Emergency Control Restraints are recorded on the school incident form and reported to the parents. A de-brief between the staff involved PI and A member of SLT will take place following any restrictive PI (with outcome added to the record).

All staff are given induction Scipr training in PBS and positioning Stance / Protective stance. All staff have the Introductory and (annual) refresher training (subject to individual risk assessment).

In a one off situation, students may become emotionally distressed and need the additional support of the Core Physical Interventions (PIs) of PROACT-SCIPr-UK® (as described above); Aspen 2 Senior Leadership Team reserve the right to use the above PIs, in order to maintain safety and good order. If the student has required the support of physical interventions more than twice, it is a known risk and as such they will be named in the Behaviour Support Plan, which will be updated accordingly and be shared with parents for their agreement. Students' number of PIs is analysed and reviewed via parents' evenings and PBS meetings – forming an important source of information (alongside their functional analysis) for Restraint Reduction Plans (BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014).

If our behaviour monitoring highlights that a student has a high number of restrictive physical interventions or he/she has a high intensity, dangerous and/or uncontrolled behaviour episode, an emergency PBS meeting may be called. The focus of this meeting will be the potential need for Person-Specific Additional Interventions from PROACT-SCIPr- UK, to be part of their PBS plan. Any additional interventions will be shared with parents / carers and agreed to, as part of a planned response to high intensity or emergency situations. The potential use of Additional Interventions is part of a SLG-led plan to manage the students' behaviour in a safer and more effective way - risk assessment, risk management, staff/support/resource allocation and restraint reduction planning will be central parts of the revised BSP for students whose behaviour presents the greatest challenge.

## Appendix F - Dover Christ Church Academy and Aspen2 PROACT-SCIPR Handbook

### GUIDANCE ON THE ACCEPTABLE USE OF PHYSICAL INTERVENTIONS (PIs)

All Aspen 2 staff and select Main School Staff have been trained in the following PROACT-SCIPr-UK PIs; the acceptable (school- recommended) justification for use are described:

<b>Non-Restrictive Physical Interventions</b>		
<b>Physical Intervention</b>	<b>Purpose</b>	<b>Acceptable Reason for use</b>
<b>Assertive Commands</b>	Rare use in incidents as opposed to Physical Intervention (PI)	To prevent a pupil being dangerous, aggressive or severely disruptive
<b>Stance</b>	Whenever standing (or sitting) in the presence of the pupils	Positioning advice reduces the risk of being hurt by the pupils
<b>Protective Stance Stage 1 or 2</b>	Whenever standing (or sitting) in the presence of the pupils	Positioning advice reduces the risk of being hurt by the pupils
<b>Touch Support</b>	To support or escort an agitated student or student with challenging behaviour	To provide guidance around the building, in the community or to assess mood. (If there is restriction in the intervention then it must be stated and logged as such).
<b>Two Person Touch Support</b>	To support or escort an agitated student or student presenting challenging behaviour, that requires the support of two members of staff	To provide guidance around the building, in the community or to assess mood. (if there is restriction in the intervention then it must be stated and logged as such).
<b>Front Deflection</b>	To avoid intervention, provoking or escalating an incident without losing confidence, face or appearing weak / scared of the pupil.	To provide protection and reduce the risk of being hurt by the pupil

## Restrictive Physical Interventions

Physical Intervention	Purpose	Acceptable Reason for use
<b>One Person Escort</b>	To move a pupil away from one place or situation to another (wide space / place of safety / place to calm), <b><u>as a last resort</u></b>	If moving a pupil away from a crisis, to remove a pupil before / to avoid a crisis. <i>It is not to be used if - the pupil is in crisis and attacking, a pupil will comply with instruction to or is able to move away themselves, or if the staff member does not feel safe or able to move the pupil on their own. NB: if the pupil is calming there will be a gradient down to Touch Support.</i>
<b>One Person Escort with Touch Support</b>	To move a pupil away from one place or situation to another (wide space / place of safety / place to calm), <b><u>as a last resort</u></b> - if moving a pupil away from a crisis, to remove a pupil before / to avoid a crisis. <i>It is not to be used if a pupil is dangerously out of control.</i>	<i>The pupil is in crisis and attacking, a pupil will comply with instruction to or is able to move away themselves, if the staff member do not feel safe or able to move the pupil on their own. NB: if the pupil is calming or soon as space is available / it is safe to do so, there will be a gradient down to 1Person Escort and / or Touch Support.</i>
<b>Two Person Escort</b>	To move a pupil away from one place or situation to another (wide space / place of safety / place to calm), <b><u>as a last resort</u></b> - if moving a pupil away from a crisis, to remove a pupil before / to avoid a crisis. <i>It is not to be used if a pupil is dangerously out of control</i>	<i>The pupil is in crisis and attacking, a pupil will comply with instruction to or is able to move away themselves, if the staff member do not feel safe or able to move the pupil on their own. NB: if the pupil is calming or soon as space is available / it is safe to do so, there will be a gradient down to 1Person Escort AND Touch Support.</i>
<b>Two Person Arm Support</b>	To keep a pupil standing safely in one place, rather than moving to a different place <b><u>as a last resort</u></b> - to avoid a crisis. <i>It is not to be used if a pupil is dangerously out of control.</i>	<i>The pupil will be supported at the upper arm and lower forearm until it is safe to reduce support, e.g. if they need to wait in one place and do not wish or are unable to comply. NB: As soon as it is safe or possible, there will be a gradient down to 2 Person Touch Support.</i>

The interventions trained each year are planned following a pre-audit based on the changing needs of the school, pupils, staff or classes. Additional class /person-specific training may take place outside of the normal training programme based upon a risk assessment, as required.

Any or all of the interventions taught may be taught to calm, support or control any pupil in a one-off emergency situation (to maintain order, health and safety) if there is a repeat pattern of use then a Positive Behaviour Support (PBS) meeting will be convened and the use of PI as a planned active / reactive strategy will be discussed and agreed with the family and added to the BSP.