



# BEHAVIOUR POLICY

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## Behaviour Policy

**A:** Achievement **S:** Self Worth **P:** Positive Regard **I:** Inclusion **R:** Relationships **E:** Empathy

At Rotherham Aspire we always strive to meet the complex needs of our pupils by caring for our pupils through a continuous approach of unconditional positive regard. We constantly seek opportunities to celebrate successes positively reinforcing good behaviours. Our culture of inclusive attitudes and practices are lived and loved throughout our school and we are very proud that this has been identified as a key strength in our latest Ofsted inspection; April 2024

Aspire will offer a safe and secure environment that is consistent and based on nurture and attachment principles. We have 3 key values that we strive to maintain within our setting which are to be Safe, be Respectful and be Resilient. We centre our practice around these values and we hope to promote both independence and security through practicing clear routines and boundaries each day. It is important to us to utilise a trauma informed approach when supporting young people. All our staff are trauma informed trained and also have a good knowledge of how adverse childhood experiences can affect brain development. We utilise a relational approach to behaviour management which is big on boundaries and big on heart.

Our school understands the value in having clear strategic links between Behaviour, Safeguarding, SEND support, Teaching and Learning and Curriculum Development. It is important that attention is given to providing opportunities for our pupils that do not place limits on their learning potential and always strive to support learning in all aspects of learning and social and emotional development. Our behaviour principles and this policy facilitates the opportunity for children to receive consistent informed support that in turn supports good behaviours for learning.

Our curriculum is developed to support and meet the Social, Emotional and Mental Health needs that many of our pupils present. We offer carefully planned learning opportunities that allow us to form good working relationships leading to us being better able to support any social and emotional aspects of learning.

At Rotherham Aspire, our aim is to support pupils in behavioural changes over time. This time period will vary according to individual starting points. In order to make the changes, an enquiry approach to behaviour is essential. Staff working with our pupils need to know the pupils really well, understand the impact of insecure attachment and trauma on behaviour, environment and special needs and use assessment tools such as Boxall profiling, SDQ or Sensory Screening to implement relevant strategies and review them regularly.

Rotherham Aspire's approach to supporting pupils to successfully access learning is based around 3 key principles

**Regulate** - Helping pupils to feel safe, secure and welcome.

**Respond** - Approaching our pupils with a sensitive, consistent, attuned rapport that enables pupils to access learning opportunities.

**Reflection** – Learn from all experiences with support offered to develop pupil's emotional wellbeing to secure strategies to support resilience in all situations.

By the staff understanding and attuning with the pupils and supporting them to self-regulate through co-regulating with them first, changes to behaviour begin to happen. Intensive work also needs to be completed with the parents to recognise difficulties and experience of attachment/trauma and support planning in responding to pupil need. Rotherham Aspire has an established co-working relationship with our Local Authority Early Help Team and our Integrated Working Leads which allows us to work closely with our young people and their families in a more consistent, supportive manner. Interventions to support long term behaviour change include: emotion coaching, individual planning, scripting, art or play therapy, sensory regulation exercises key-worker/mentoring time, horticulture nurture programmes, cognitive behaviour therapy, 1:1 targeted youth work and modified curricular.

## **Promoting good behaviour and creating a positive learning environment**

Our school is led by a Senior Leadership Team with a wealth of experience in SEMH support. We have experienced multi-disciplined practitioners that share specialist knowledge and support the development of the school. We take our responsibility as leaders and create a clear vision for the school that is underpinned by effective school improvement planning. We distribute leadership of our expectations in terms of behaviour management and it is the responsibility of all staff to promote our school values in order to maintain happy, safe and positive working environments. Staff members are role models and we must actively demonstrate the behaviour we expect from pupils by the ways we conduct ourselves.

High expectations of ourselves and others are at the heart of all we do. We influence the behaviour for learning of pupils both by our direct communication with them and through our observed actions.

## **Classroom expectations of pupils**

These should be on display prominently in all classrooms and referred to frequently.

Our expectations are that pupils:

- Be Safe
- Be Respectful
- Be Resilient

We need to be clear that we can use our classroom expectations pro-actively and consistently by acknowledging pupils when they 'get it right' and meet our expectations. We also need to be clear in our approach to unwanted behaviours in terms of our two minute interventions keeping these interactions clear and responsive to need. Positive noticing boards are on display throughout the school in order to capture special mentions when we see someone is getting it right. This creates a positive ethos for all members of the school community.

Aspire staff intervention to support the regulation of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "interventions" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. The types of interventions used across

the learning community reflect the individual nature of class groups and pupils. These interventions may include:

- Use of planned support strategies including sensory breaks, calming strategies, mentoring, 'safe space'.
- Facial expressions of approval and mood – attuning with the pupil to prevent escalation.
- Verbal and non-verbal communication in line with our values (2 minute interventions) – as previously mentioned.
- Systems that promote privileges and rewards.
- Success reminders and praise.
- Assertive and consistent reinforcement of routines and protocols.
- Assertive and consistent use of positive interventions and positive language.
- Consistently modelling the behaviours we wish to see in the pupils.
- Explicitly teaching positive behaviours consistently.
- Employment of assertive and therapeutic language (to influence positive behaviour).
- Restorative conversations and discussions to reflect, repair relationships and positive steps.
- Temporary withdrawal from the learning environment.

## **Expectations at social times**

It is important that we hold high expectations about staff and pupils conduct throughout the day. Pupils are supervised throughout the day and this provides opportunities for staff to model good behaviour in a wider context.

## **Tracking and Monitoring of Behaviour**

During taught sessions throughout each day pupils can earn points by meeting the centre's expectations. Points earned are also accumulated throughout each half term. The total number of points earned has an equivalent monetary value which is presented to pupils via their centre.

These systems allow the centre to respond quickly and appropriately to pupil's conduct and attitudes. Positive outcomes are re-enforced; negative outcomes are dealt with promptly and pupils are met with a new day 'fresh start' attitude the following day within centre.

Within six to eight weeks of admission of a new pupil to the centre, staff complete a social, emotional behaviour one-page profile for the pupil. This identifies areas of strength and also areas where further support and intervention are needed. The assessment is repeated at the end of each year/on exit to monitor progress and contribute to further individualised planning. The outcomes of this assessment also inform decisions about readiness for reintegration to mainstream school.

## **Rewards**

The daily points system allows us to reinforce and reward pupils promptly and effectively when they meet our expectations. Consistent positive behaviour and attitudes to learning are rewarded each half term via the Centre.

## Asserting Boundaries

As detailed above pupils may be withdrawn from a lesson and expected to complete therapeutic intervention periods that support them through our crisis cycle. There is an expectation that pupils will return to lessons at the earliest opportunity once they are ready to re-engage with learning. Other ways we support asserting our boundaries include contact with parent/carer, removal from particular activities for a fixed period of time, restorative 1:1 sessions and suspensions.

## Mobile Telephones and Personal Electrical Devices:

- Mobile phones must be switched off and handed in on entry to the school site. Mobile phones are not to be seen or heard during the school day, including breaks and lunch time.
- If a mobile phone is seen or heard during the school day, it will be confiscated. This is in line with the Department for Education's Guidance on Behaviour in School, September 2022 and also the Searching, Screening and Confiscation Guidance, July 2022.
- Confiscated mobile phones will be taken to a central location where they will be stored in a locked safe: - On the first occasion, the mobile phone will be returned to the pupil at the end of the school day. On the second occasion parents/carers will be required to collect the device and have a meeting with the school to discuss them keeping the mobile telephone at home for the following school day.
- Following confiscation, Aspire will not accept any liability for any items that may be lost, stolen or damaged. This is in line with guidance from the Department for Education's: Searching, Screening and Confiscation Guidance, July 2022.

We appreciate that, on occasion, a pupil and parent/carer may need to contact each other during the school day. In this instance, pupils will be permitted to use the school's central office phone. Should a parent/carer need to relay a message to their child, this must be done via reception on Rawmarsh; 01709 710144 Catcliffe; 01709 834390 Hutton Park; 01709 794838.

For further information, please see links below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## Searching, Screening and Confiscation:

Aspire staff can search a pupil for any item if the pupil agrees. Aspire are not required to inform parents before a search takes place or to seek their consent to search their child.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons

- alcohol
- drugs
- stolen items
- tobacco, cigarette papers, electronic cigarettes and vapes
- fireworks
- pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

The school may use a metal detector during searches to identify metal items if this is seen as necessary

The school also has the power to dispose of confiscated items in keeping with DfE guidance. All items that are prohibited on school site are subject to confiscation. Additional items subject to confiscation include, but are not limited to, the following:

- Mobile phones
- Face covering such as balaclavas
- Additional items of jewellery
- Energy drinks
- Take-away food from off-site providers
- Items considered to be detrimental to classroom learning

All policies are in line with Department for Education Guidance. For further information, please see below:

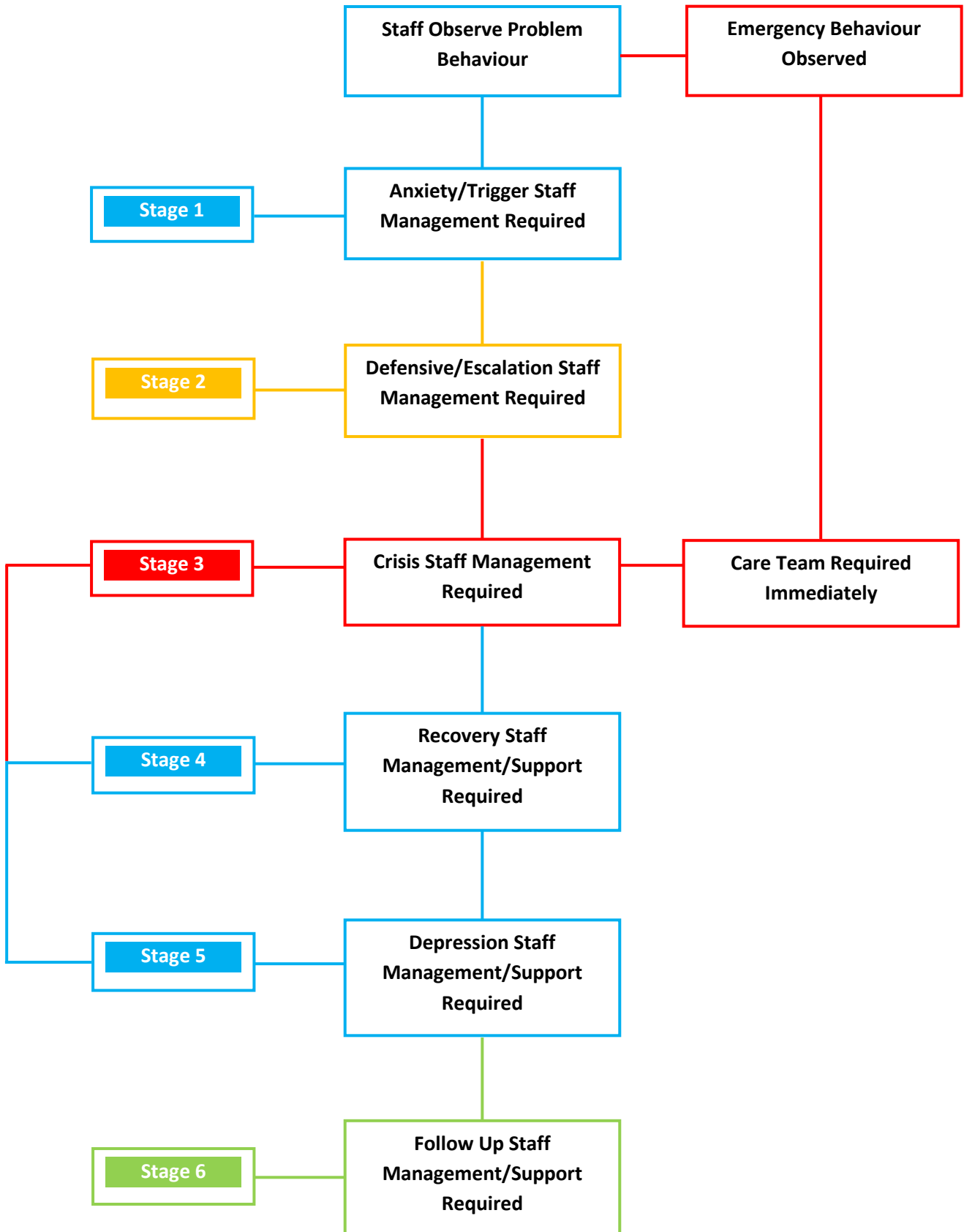
For further information, please see links below: -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)



## Appendix 1- Behaviour Management Process



Appendix 2 – 6 Stages of Distress and Support

# 6 Stages of Distress and Support

Stage 1	BW Log Level	Staff must use...	Pupil Behaviour You May See...	Staff response should be...
Anxiety/ Trigger	3	Diversion  Support  Reassurance.	Hiding face in hands  Bent over laid on table  Pulling at own clothes  Rocking  Tapping  Withdrawing from group  Refusal to speak or dismissive  Refusal to co-operate  Adopting defensive postures i.e. arms folded  Low level swearing i.e. putting finger up  Crying	Read the body language and the behaviour  Intervene early  Communicate calmly; 'talk, I'll listen'  Use appropriate humour  Display calm body language  Talk low, slow and quietly  Offer reassurance, including positive physical prompts  Assess the situation, divert and distract introducing another activity or topic.

Stage 2	BW Log Level	Staff must use...	Pupil Behaviour You May See...	Staff response should be...
Defence/ Escalation	2	Diversions Support Reassurance Clear limits, boundaries and choices.	High level swearing Making personal and offensive remarks Adopting aggressive postures i.e. 'Clenching fist' Breaking minor rules Low-level destruction i.e. 'Tearing paper up' etc. Picking up objects which could be used as weapons Challenging staff i.e. "I will not...", "You cannot make me" Screaming/shouting Verbal threats i.e. "Go away or I'll make you" Physical threats i.e. 'Putting a fist up'	Continue to use level one strategies + state desired behaviours clearly Set clear, enforceable limits Offer alternatives and options Offer clear choices, give a get out with dignity Assess the situation and consider making the environment safer and getting help Guide the elbows towards safety if required Guide the pupil towards safety if required

Stage 3	BW Log Level	Staff must use...	Pupil Behaviour You May See...	Staff response should be...
Crisis	1	Diversions Support Reassurance Clear limits, boundaries and choices. Possible use of restrictive intervention but only when <b>Reasonable, Proportionate</b> and <b>Necessary</b> .	Any sexualised language Damaging property Stealing Purposely moving towards danger i.e. 'Trying to run into a road' Fiddling with electrics Moving towards a weapon Picking up out of the norm objects that may be used as a weapon Self-injury Grabbing / punching / kicking / slapping or any other forms of physical violence Suspected of carrying drugs, weapons etc. Carrying drugs, weapons etc.	Continue to use level 1 and 2 de-escalation responses Make the environment safer Move furniture and removing weapon objects Guide assertively, verbally or physically Call for assistance from The Care Team or others Use Restrictive intervention, <b>ONLY</b> when <b>Reasonable, Proportionate</b> and <b>Necessary</b> . Ensure face, voice and posture are supportive, not aggressive Use help protocol and save face by changing face

Stage 4	BW Log Level	Staff must use...	Pupil Behaviour You May See...	Staff response should be...
Recovery	N/A	Co-ordinated release Support Reassurance	Stage 1 (Anxiety) Behaviours  Recovery behaviours can easily be confused with anxiety stage. Pupils may sit quietly in a hunched position; the difference is they can revert to extreme violence without the build-up associated with the normal escalation in Stage 2.	Recovery positive handling responses  Support and monitor  This may not be a good time to touch as it may provoke a reversion to crisis  Give space  Look for signs that the person is ready to talk.

Stage 5	BW Log Level	Staff must use...	Pupil Behaviour You May See...	Staff response should be...
Depression	N/A	Observe Support Monitor	After a serious incident, people can become depressed; they may not want to interact.	Depression positive handling responses  Support and monitor  Respond to any signs that the person may want to communicate  Show concern and care but do not attempt to resolve residual disciplinary issues at this stage.

Stage 6	BW Log Level	Staff must...	Staff Must...	Staff response should be...
Follow - Up	Restorative Practice	Listen  Learn	Follow up  Listen and learn  Record, report and communicate  Plan to avoid similar events in the future.	Listening to views of pupil  Learning from the incident  Keeping appropriate records of the incident and responses  Sharing reports as appropriate  Meeting appropriate professionals to discuss plan/risk assessment/SEMHSSP  Meeting parent(s) or carer(s) to discuss plan/risk assessment/SEMHSSP

## Appendix 3 – Positive Achievements



Great to see you in school  
1 Positive Behaviour Log



Positive Interaction  
1 Positive Behaviour Log



Positive Lesson  
1 Positive Behaviour Log



Attempting a difficult task  
1 Positive Behaviour Log



Act of kindness  
1 Positive Behaviour Log



Displaying independence  
1 Positive Behaviour Log



Joined in class discussion  
1 Positive Behaviour Log



Excellent effort shown  
1 Positive Behaviour Log



Good class work  
1 Positive Behaviour Log



Helped/Supported others  
1 Positive Behaviour Log

# SCHOOL AWARDS

WEEKLY | HALF TERMLY | TERMLY | END OF YEAR

### TEACHER WEEKLY AWARD

POSITIVE PHONE CALL HOME | POSITIVE POSTCARD SENT HOME

25 + POSITIVE BEHAVIOUR LOGS

### MIDDLE LEADER HALF TERMLY AWARD

£5 VOUCHER

250 + POSITIVE BEHAVIOUR LOGS

### HEAD OF CENTRE TERMLY AWARD

£10 VOUCHER

500 + POSITIVE BEHAVIOUR LOGS

### HEADTEACHER END OF YEAR AWARD

END OF YEAR REWARD

1000 + POSITIVE BEHAVIOUR LOGS

## Appendix 4 – Mobile Telephones



# Mobile Phones

**Mobile phones MUST be switched to silent and handed in on entry to the school site at the start of the school day and retrieved at the end of the day.**

**If a mobile phone is seen or heard during the school day, it will be confiscated. This is in line with the Department for Education's Guidance on Behaviour in School, September 2022 and also the Searching, Screening and Confiscation Guidance, July 2022.**

**Confiscated mobile phones will be taken to a central location where they will be stored in a locked safe: - On the first occasion, the mobile phone will be returned to the student at the end of the school day. On the second occasion parents will be required to collect the device and have a meeting with the school to discuss them keeping the mobile telephone at home for the following school day.**

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**We appreciate that, on occasion, a student and parent/carer may need to contact each other during the school day. In this instance, students will be permitted to use the school's central office phone. Should a parent/carer need to relay a message to their child, this must be done via reception.**

**For further information, please see links below:**

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## Appendix 5 – Prohibited Items in Schools

	<p>Any weapon or items that may be used as a weapon i.e. knives, BB guns, sharp instruments, and items of jewellery</p>
	<p>Alcohol</p>
	<p>Illegal drugs &amp; paraphernalia</p>
	<p>Tobacco/vapes &amp; paraphernalia i.e. lighters, vape pods, vape liquid etc.</p>
	<p>Fireworks or associated items i.e. sparklers</p>
	<p>Any imagery or materials deemed 18+</p>
	<p>Mobile Phones must be handed in.</p>
	<p>Any article or item, that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.</p>

## Appendix 6 – The Staff Way



**Our staff will know their students. We will speak to every child by name. We will have a clear understanding of needs, prior learning and check all relevant documentation on SIMs or Behaviour Watch.**



**Our staff will meet and greet students into the building and where appropriate search, screen and wand at the gate. Staff will greet students at classroom doors. Staff will provide a check-in ready for the start of the school day.**



**Every centre will hold a morning briefing and an afternoon de-brief that all staff will be expected to attend. This will support planning for the next day and inform parent/carer contacts.**



**Our staff will always look for the positives, using positive noticing throughout the school and log appropriately in line with the schools rewards system. We will always set and achieve high standards of behavior and motivation.**



**Our staff will always provide a consistent 'every day is a new day' approach, we will evaluate students' emotional states and employ strategies to regulate where appropriate.**



**Our staff will complete PAT reviews termly and will support half termly school assessments. Staff will take the opportunity to meet with parents and carers on Friends and Family Day**



**Our staff will share the intended learning objectives with students at the start of and during the lessons. We will use contextual data for all classes to plan for, track and monitor the learning progress of all our young people.**



**Our staff will be ready to teach at the start of every lesson by being well planned and well resourced. We will display examples of what outstanding work looks like and other stimuli.**

## Appendix 7 – Team Teach Overview for Parents and Carers



# Team Teach

### **What is Team Teach?**

Team Teach is an accredited, award-winning provider of training in positive behavioural management strategies.

The Team Teach approach and philosophy has been developed by practitioners with over 20 years' experience in delivering respectful, accessible and practical behaviour management solutions.

Team Teach are the only company of its kind to have received a National Training Award, the highest level of award in the UK.

Focused on teamwork and communication, Team Teach fosters supportive working practices, helping people recognise the needs of the children and adults they work with, offer help where necessary, and be able to make use of support when offered.

### **What can staff at Rotherham Aspire do when managing behaviour?**

All staff at Rotherham Aspire are able to understand fully the rationale and principles of the Team Teach approach, and each staff member uses positive handling as part of a holistic approach to managing behaviour.

All staff are equipped with the expertise and confidence to stay safe, to carry out simple de-escalation strategies, and to apply positive handling to restrain and make safe individuals who pose a risk to others or to themselves.

All staff understand the importance of targeted communication, both verbal and nonverbal. They are equipped with a range of physical techniques, and will therefore apply a commensurate response to challenging behaviour.

All staff have gained knowledge and understanding of relevant legal standards and expectations related to use of positive handling, and of the reporting, recording, monitoring and evaluating requirements of incidents.

Whilst all staff can use positive handling, they will only do so if it is proportionate to the behaviour and necessary in the circumstance.

## Appendix 8 – The Care Team Overview for Parents and Carers



# Care Team

### What do The Care Team do?

The Care Team at Rotherham Aspire have specific responsibility for the care of pupils who are struggling to access learning in and out of the classroom. Each of our centres have a dedicated Care Team, directed by the Head of Centre or Assistant Centre Lead, to support staff and pupils. This work takes place both in and out of the classroom with specialist behaviour management strategies.



















### The Care Team in Rotherham Aspire will:

- Support staff in dealing with those pupils that are struggling to access learning.
- Care for the needs of pupils who are unable to access learning and support a swift and safe reintegration into learning.
- Use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum.
- Provide authentic care for all pupils, taking into account individual pupil needs, disabilities and vulnerabilities.
- Provide specialist advice and guidance for staff on all aspects of behaviour management including positive handling.
- Keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning.
- Develop individual behaviour plans in conjunction with staff, pupils, parents and partner agencies.



















In addition to regularly supporting teaching and learning about positive behaviour and regular attendance underpinned by a nurturing approach, the Care Team provides the following individualised support to pupils:

- Use of the Early Help Assessment process to identify and support emerging, unmet needs.
- Liaise with parents/carers, previous schools, outside agencies and services.
- Attend meetings with parents/carers, previous schools, outside agencies and services.
- Hold regular behaviour management reviews to support teaching, learning and pupils.
- Complete targeted Social, Emotional and Mental Health assessments on pupils i.e. SDQ, Boxall etc.
- Provide access to targeted specialist interventions i.e. THRIVE, Boxall etc.
- Enable a thorough transition process for 6-day students ensuring the excluding school works closely with the Care Team to form a clear picture of an incoming pupils needs and support framework.

## Appendix 9 – KS1/2/3 Expectations – Years FS1 – 9

	<p>Appropriate dress for every day wear i.e. tracksuits, T-shirts, trousers, jeans, knee length shorts/dresses, hoodies, jumpers, cardigans etc.</p>
	<p>Appropriate footwear for every day wear i.e. trainers, boots, shoes etc.</p>
	<p>All pupils <b>MUST</b> wear an appropriate Polo style long or short sleeved t-shirt or shirt. This can be any colour or brand.</p>
	<p> No crop tops or attire displaying upper torso area </p>
	<p> No flip-flops, sliders or other open toed footwear </p>
	<p> No head covering unless for religious reasons i.e. baseball caps, balaclavas </p>
	<p> No Jewellery No revealing items of clothing </p>
	<p> No short dresses or shorts. </p>

## Appendix 10 – KS4 Expectations – Years 10 & 11

	<p>Appropriate dress for every day wear i.e. tracksuits, T-shirts, trousers, jeans, knee length shorts/dresses, hoodies, jumpers, cardigans etc.</p>
	<p>Appropriate footwear for every day wear i.e. trainers, boots, shoes etc.</p>
	<p>Personal Protective Equipment (PPE) <b>MUST</b> be worn as and when required.</p>
	<p>  <b>No crop tops or attire displaying upper torso area</b>  </p>
	<p>  <b>No flip-flops, sliders or other open toed footwear</b>  </p>
	<p>  <b>No head covering unless for religious reasons</b>  i.e. baseball caps, balaclavas  </p>
	<p>  <b>No Jewellery</b>  <b>No revealing items of clothing</b>  </p>
	<p>  <b>No short dresses or shorts.</b>  </p>