

	Date updated/approved	April 2018
	Date for review	March 2019
Policy and Guidance:	Student Behaviour	

This policy has been created through extensive consultation with Inspired Directions School staff and students, and the school Governing Board. It has been created with reference to Department for Education guidance and in line with the school’s statutory obligations and duties, including under Prevent. It should be read in conjunction with other school policies, specifically our Safeguarding and Child Protection Policy and Staff Code of Conduct.

The effectiveness of this policy and its practical implementation is reviewed on an ongoing basis by the School Coordination Team. It will be reviewed at the end of the first year of implementation by the school Governing Board, and thereon bi-annually.

1. Context

Inspired Directions School recognises that success in future life is dependent on, not simply knowledge and qualifications, but resilience and perseverance; imagination and creativity; real world experience and practical strategies. As a place of learning, therefore, Inspired Directions seeks to support all students to develop emotionally and socially as well as academically

We understand that the ‘behaviour’ of our students is complex and changeable, and connected to multiple aspects of their out-of-school lives and personal histories. Behaviour impacts not only on learning processes but on a young person’s experience of personal growth and expression, and their capacity to relate to other people.

We aim to provide a space of acceptance, support and enjoyment, that will enable all members of the school community to develop educationally, personally and professionally.

Management of behaviour at Inspired Directions School is premised upon the school’s core values of Individuality, Collectivism and Progression.

Individuality

The individual needs of a student must be considered when responding to and managing their behaviour. What is appropriate for one student may not necessarily be effective for another.

Collectivism

The needs of the whole school collective - students and staff - must also be taken into account when managing behaviour. These are:

- The need to feel safe
- The need to feel respected
- The need to be able to learn

Progression

Inspired Directions School aim to cultivate an improvement in positive behaviour and reduction in harmful, disrespectful behaviours over the course of the student’s time at the school. We recognise that progression is not a linear or predictable process and that it will

look different for each individual. We are committed to monitoring and evaluating the effectiveness of our interventions over an extended time period.

Needs of our young people

The young people at our school present a wide variety of complex behaviours. In a large part these are influenced by their prior life and educational experiences. Causes of trauma for our young people may include:

- Family breakdown
- Violence
- Loss
- Insecure attachment models
- Racist treatment by institutions
- Insecure or inappropriate housing
- School exclusion and time out of education

Positive behaviour may also be impeded by other factors including:

- Special Educational Needs
- Low academic attainment (poor literacy and numeracy)
- Mistrust of authority figures
- Low educational esteem and confidence
- Childhood Psychological Disorders

An overall understanding of the individual lives of each of our students is integral to managing in-school behaviour effectively.

Pedagogy

Inspired Directions School incorporates the pedagogical principles of a variety of approaches that have been proven to be effective with similar cohorts. This includes:

Therapeutic Support: The opportunity to talk through feelings and concerns, and the offer of specific interventions

Hip-Hop Education: A place of belonging and creative practice, grounded within students' own life experience

Restorative Practice: Relationships based on respect and empathy, conflicts managed through restorative meetings

Project-based learning: Educational experiences located in the real world with tangible outcomes

2. Expectations of Behaviour

We aspire to a school wherein all students present model behaviour:

- Demonstrate respect towards each other by speaking politely to one another and to members of staff; and also ensure that all members of the Inspired Directions School community are respected in all forms of communication, including social media, at all times
- Seek to help anyone who they think is hurt or upset and then tell a member of staff
- Demonstrate respect by listening to others
- Not to engage in any form of bullying towards other students, whether overt or covert

- Use the internet safely in line with the school guidelines
- Attend all sessions, including projects outside of Inspired Directions School and all appointments regularly and on time
- Be willing to try new activities and ask for help if required
- Not use mobile phones or any electronic device during sessions
- Not bring dangerous or illegal items to Inspire!, including fireworks, knives, chains, or anything else that could be considered a weapon. If unsure, a young person should consult a member of the Inspired Directions School team immediately
- Behave positively and safely towards each other, staff, and any other professionals or members of the community and not engage in any violence, or use threatening language or behaviour
- Make Inspire! a safe place to be by not bringing in or be under the influence of any illegal drug or stimulant, and refrain from smoking whilst or representing Inspire!
- Ensure that any personal property is clearly marked, and be aware that it is their own responsibility to look after it
- Take responsibility for keeping all learning environments used clean and tidy whilst using it and when leaving at the end of the day.
- Report any damage to Inspire! property to a member of staff immediately.

However, given the context of the school, we recognise that sometimes behaviour falls short of these standards. As a school we endeavour to understand the causes and reasons behind negative behaviour, and to provide the appropriate interventions and support to restore behaviour to the aspired model.

The aim of this policy to provide a framework for how school will respond and attempt to manage behaviour that is problematic or disruptive.

3. Approach to Behaviour Management

The complexity and diversity of individual student needs means that Inspired Directions School must be flexible in its approach to behaviour management.

We must provide **structure** and **clarity** in our expectations of how we believe students and staff should conduct themselves

We must also be **adaptable** and **creative** in order to meet the individual needs, personalities and attachment models presented by our students.

Responsibilities of Staff

Cultivating positive behaviour at Inspired Directions School requires all staff to fulfil the following responsibilities:

School Need	Staff Responsibilities
Positive, stable relationships	<ul style="list-style-type: none"> • Challenge behaviour which threatens the safety or disrespects others • Remain calm and patient when interacting with students demonstrating problematic behaviour • Provide a model of respect and sensitivity in all relationships and interactions with students and other staff
Structure	<ul style="list-style-type: none"> • Fulfil the responsibilities of own role

	<ul style="list-style-type: none"> • Follow the daily timetable • Plan engaging curriculum and purposeful activities
Clear systems of rewards and sanctions, meaningfully employed.	<ul style="list-style-type: none"> • Respond to incidents fairly and consistently • Follow the processes outlined in this document • Communicate expectations of behaviour to students, as well as reasons for school responses
Knowledge of students	<ul style="list-style-type: none"> • Seek understanding of the individual needs of students • Consider the multiple factors that impact on a young person's behaviour • Provide opportunities for progression and achievement
Consistency of staffing	<ul style="list-style-type: none"> • Follow the staff code of conduct • Understand responsibilities specific to own role and others • Arrive and attend lessons /activities on time
Effective communication	<p>Listen to students and seek to understand their point of view, or reasons behind their stated point of view</p> <ul style="list-style-type: none"> • Document all concerns and incidents, using non-judgemental language • Follow school communications processes: attend meetings, read emails; respond to requests for information

All staff receive and must acknowledge this policy at induction. Progress of student behaviour and the implementation of this policy is evaluated in regular staff meetings, and the whole staff team will be consulted annually as part of the policy review.

The school's programme of staff training and professional development covers different aspects of behaviour management including safeguarding, appropriate communication and positive handling.

Partner Providers

External delivery of aspects of our curriculum is an integral part of our provision. Partner providers will be given this policy and relevant students' Individual Management Plans. Initial planning meetings will be held with all providers, to ensure that all providers' understand the needs of our students, and our approaches to meeting these needs; that their own approaches will be consistent with our school policies; and to agree on how we will work together on an ongoing basis to ensure that all our students will be able to maximise the opportunities provided. Evaluation of student behaviour is included in the review of all projects.

4. Positive and Problematic Behaviour

Causes of Positive Behaviour

- Structured and engaging activities/lessons, with manageable, achievable tasks
- Feeling inspired
- Pride in self
- Good relationships

- Sense of belonging, ownership, being wanted, accepted and not-judged.
- Calm environment
- Good role models and positive modelling.
- Professional and caring staff conduct.
- Sense of progress and achievement
- Praise: targeted, non-embarrassing.
- Students feeling heard, listened to
- Good relationships with parents/carers
- Good relationships amongst staff
- Good relationships between staff and students
- Staff feeling secure and supported

Acknowledging Positive Behaviour

Key to creating good behaviour is the acknowledgment of positive behaviours. This can be done in a variety of ways, including:

- Positive Points system
- Positive phone calls
- Certificates of achievement
- Public praise for specific good behaviours
- Displays of work and learning activities

Problematic Behaviour

These are some of the problematic behaviours that may be encountered in the school. This is not an exhaustive list. The exact response of the school will be determined by considering the circumstances of each incident, however the below gives a likely indication:

Low Level	Medium Level	High Level
<p>School Response:</p> <ul style="list-style-type: none"> • Behaviour recorded • Record of behaviour discussed with students in mentor meetings • Persistent low-level behaviour escalates to medium 	<p>School Response:</p> <ul style="list-style-type: none"> • Logged and discussed with students • Incidents and concerns reported to parents • May result in being sent home for day, exclusion or other sanction 	<p>School Response:</p> <ul style="list-style-type: none"> • Incident report produced • Likely to result in exclusion or other sanction • Reintegration meeting with parent/carer requested
<p>Lateness and absence</p> <p>Banging and slamming doors</p> <p>Dropping food on the floor</p> <p>Going into staff-only areas</p> <p>Leaving the school without permission</p> <p>Littering the school</p> <p>Minor damage to equipment and school property</p> <p>Not cleaning up</p> <p>Not staying in lesson</p> <p>One off swearing</p> <p>Refusal to engage</p> <p>Refusing to follow reasonable instructions</p> <p>Setting off the fire alarm</p> <p>Smoking cigarettes</p> <p>Spinning on the wheelie chair</p> <p>Taping the chairs</p> <p>Throwing small objects</p> <p>Using mobile phones</p> <p>Winding up peers</p>	<p>Suspected of being under the influence</p> <p>Calling 999</p> <p>General rudeness and insulting others</p> <p>Inappropriate physical contact</p> <p>Bullying incidents</p> <p>Minor threats</p> <p>Persistent indirect swearing</p> <p>Persistently disrupting a lesson</p> <p>Persistently going into places off limit to students</p> <p>Persistently refusing to follow instructions</p> <p>Persistently using mobile phones</p> <p>Play fighting</p> <p>Sexual and misogynistic behaviour (non-directed)</p> <p>Stealing and returning staff fobs</p> <p>Substantial damage to school equipment and property</p> <p>Throwing food on the floor</p> <p>Verbal abuse</p> <p>Winding up peers to cause distress</p>	<p>Abusing members of the public</p> <p>Dealing drugs</p> <p>Directed, aggressive and threatening language</p> <p>Extreme verbal abuse</p> <p>Malicious bullying</p> <p>Possession of illegal substances</p> <p>Sexual harassment or abuse</p> <p>Sexual and misogynistic behaviour (directed towards another)</p> <p>Significant threat to others</p> <p>Significant theft</p> <p>Trespassing on the neighbours property</p> <p>Throwing furniture</p> <p>Vandalizing external property</p> <p>Violence against a person</p> <p>Violence with intent to harm</p> <p>Wilful substantial damage</p>

Response to Problematic Behaviours

Challenge

Any behaviour which potentially threatens the safety or disrespects other members of the school community will be challenged by staff.

At the same time, we have a commitment to understanding the causes, and meeting the underlying needs to inform responses on all levels. There must always be an open offer for students to talk with a staff member about things that are affecting them.

Inspired Directions School recognise that presented behaviour may have different causes. Students may behave badly in order to provoke a reaction or gain attention. Much 'oppositional' or unreasonably 'defiant' behaviour comes as a result of early and continued psychological problems. Staff should avoid being personally rude themselves and remember that *'you don't have to win every battle in order to win the war'*. A consistent and caring approach is the most effective long-term approach to help young people manage these episodes.

Document

The appropriate documenting of incidents and concerns is a crucial element of managing behaviour, as well as safeguarding concerns. A note or report should be made of anything of concern to any staff member in response to incidents or student disclosures.

The school is required to keep logs of bullying, safeguarding concerns and contact with parents/carers/professionals. It is the responsibility of the Assessment and Reporting Coordinator to oversee these logs, but all staff should submit log entries when appropriate.

When an incident occurs that requires documenting and following up, staff (and students) will often be required to write statements. These should be written as soon after the incident as possible. Statements should be written in objective, non-judgemental, non-emotive language. They should be as specific as possible, including: when and where the incident took place, what exactly was seen or heard, any interventions carried out by the staff member, who else was present. You may also include other relevant contextual information, and concerns that you might have about potential escalation of the incident.

Monitoring forms should be used after each lesson to record student time spent in lessons, including time that students have left lessons, and log bad behaviour and refusals to comply so that when the student is ready to talk, staff can present evidence of their disengagement, rudeness or disruption.

Strategy

An Individual Management Plan is created for every student. This describes the external factors, health and learning needs, presenting behaviours, triggers and success strategies for the individual student. The IMP is regularly reviewed and updated as the student progresses or more is learned about them. Each student has a designated staff mentor. Regular mentoring meetings will be used to review behaviour record and to set and review behavioural targets. Problematic behaviours will be analysed over time and appropriate interventions will be applied, including:

- Discussing behaviour with student during mentoring meeting
- Phonecalls/meetings with parent/carers
1:1 timetable

Rudeness

Staff should challenge rudeness, reminding students of good behaviour and acknowledging it when it happens, asking students to stop, encouraging reflection, letting students know that their behaviour is offensive, describing student behaviour.

If problematic behaviour needs further addressing, it may be followed up by relevant staff members, the head teacher or other member of the school coordination team.

Disruption

Proactive Strategies (strategies in place before disruptive behaviour happens)

In the first place, the school will seek to minimise disruptive behaviour before it happens, by:

- Creating a systematic, stable, structured environment
- Having one or two members of staff on duty at all times to be responsible for observing unsettled behaviour.
- Planning engaging lessons that are well-organised, relevant and accessible to our young people.
- Helping young people to understand tasks that would otherwise make them feel inadequate or ashamed.

Removing problems or distractions that could disrupt lessons before they become a problem. We do this by keeping them out of reach of students (PlayStation, smoking breaks, food, sugary drinks, pens, sharp objects etc).

Reactive Strategies (strategies that react to disruptive behaviour)

In responding to instances of disruptive behaviour, the school will follow the hierarchy of escalation:

<p>Stage 1: In the Classroom Classroom staff create good atmospheres and challenge disruptive or rude behaviours in lessons. Individual staff members will use their professional judgement to decide on the most effective response in a particular situation. Staff log any instances of problematic behaviour to follow up later.</p>
<p>Stage 2: Duty Staff If classroom staff are unable to manage disruptive behaviour, duty staff direct students to a recovery space, until they are ready to return. They will be given the opportunity to talk through the behaviour or other things they may be feeling. If appropriate they will be offered a counselling session. Students may also be offered to take some time out in their own space. They may also be offered activities that redirect disruption into non-harmful behaviour. Staff may also accompany them to a new space off-site if they feel that this will be more useful.</p>
<p>Stage 3: Senior Staff If duty staff are unable to contain student behaviour, students will meet with the head teacher, or the senior staff member present. The senior staff member will talk with the student and again try to re-focus them. They will also warn the student that if they are not able to re-engage with lessons appropriately, then they will be asked to go home for the rest of the day. At this stage senior staff member will contact parent/carer to raise concerns about behaviour, and inform them that student may have to return home</p>
<p>Stage 4: Sending Students Home If students remain unable to engage with lessons or other activities without violating the needs of other members of the school community then they may be asked to leave the school site for the rest of the day. In this circumstance, the student's parent/carer will be contacted and informed that the student will be returning home. The final decision to send a student home may only be made by the head of school, or other designated staff member in his absence.</p>

Rewards and Sanctions

5. Exclusions

Whether their placements are the result of formal exclusions or not, all students at Inspired Directions School will experience a sense of exclusion by virtue of having been moved out of mainstream education. Ongoing effects of this previous exclusion will include:

- A sense of failure and low esteem
- Poor educational attainment through School
- Drug & Substance Abuse
- Trouble with the police and possible criminal convictions
- Poor physical and especially mental health
- Disrupted education
- Diminished future chances
- Grievance and mistrust with educational institutions

Impact of exclusion

Further exclusion may have little impact on students subsequently modifying the behaviour that is the cause of the exclusion. It may even make it worse, being detrimental to their engagement, achievement, motivation and confidence. It may also contribute to enhanced safeguarding risks.

The decision to send a student home or subsequently exclude them is therefore of significant consequence. Whilst there may be situations when this line of action is necessary, it should always follow the exhaustion of other options and be done with clear justification.

Exclusion should not be regarded as a punishment but as a preventative, harm-reducing or restorative measure. The length of exclusion will be determined by the period of time it is deemed necessary to enable individuals and the community to recover to a feeling of sufficient safety and respect

Reasons for exclusion

The needs of the collective – students and staff – are the primary basis for the decision for any student to be sent home from school, or subsequently excluded. These needs are:

- The need to feel safe
- The need to feel respected
- The need to be able to learn

When these needs are violated – through physical violence, or excessive abusive language - harm may be caused. In such cases it may take time for both individuals and the community to feel sufficiently safe and respected. When necessary, the school should insist on a recovery period, for victims to recover from violation and for offender to have time to be ready to return.

Types of behaviour which may be harmful and threaten feelings of safety and respect, include:

- Physical abuse to/attack on Staff
- Physical abuse to/attack on student
- Indecent behaviour

- Damage to property
- Misuse of illegal drugs or other substances including supplying
- Theft
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson

If a student's behaviour is so disruptive to lessons or the school environment that it significantly impairs the opportunity for other students to learn, then they may be sent home for the remainder of the school day. This will happen only after the student has been given multiple reminders and offers to talk through issues, or engage in alternative learning or non-disruptive activities.

Process of exclusion

The judgement of whether to send a student home in a particular situation must be made by the senior staff member with responsibility, taking into consideration the reports of other staff and students.

<i>The current line of responsibility to authorise sending students home:</i>
1. Head of School
2. Director of Inspire
3. SENCo
4. Curriculum Coordinator
5. Assessment and Reporting Coordinator

Subsequent exclusions and interventions must be authorised by the Head of School (if appropriate, in consultation with the referring school).

Investigation

If a serious behavioural incident has occurred the Head of School (or other designated staff member) will conduct a thorough investigation of the circumstances of the incident, including obtaining written statements from involved or witnessing staff and students.

The student must clearly understand the reasons for an exclusion – i.e. the behaviour and consequences of this behaviour. These should be explained to the student or their parent/carer when the exclusion is issued and revisited during the restorative meeting after the period of recovery.

Recovery

Inspired Directions School is a safe and non-violent space. If a young person commits an act of violence, then the community's safety has been violated and needs to recover. The victim deserves space to feel safe again. Reintroduction should happen with restorative practice. The student should be reintroduced once they are ready to return, acknowledging bad behaviour and wrong done, once time has been spent for emotion to settle.

Threshold of violence is difficult to define – influenced by context, relationship etc. Determined in individual cases, the extent to which harm has been caused, and the necessary recovery period.

The recovery period may be up to five days depending on the impact of the violence. After this, return to group or educated on 1:1 timetable for a further period

Restoration

After the recovery period, the student will attend a restorative meeting with the Head or other member of the Coordination Team before returning to school. The purpose of this will be to reflect on the incident and its impact, to reassure all involved that there are not unresolved issues related to the incident, and to plan for moving on. Depending on the nature of the incident, this meeting may also include mediation with other staff or students who have been affected, parents/carers, and other external professionals.

1:1 Timetabling

If it is not felt that a student is ready to return to the school group following the recovery period, then they will be offered a 1:1 timetable offsite. The purpose of this is to enable the student to re-focus on learning, to rebuild relationships with staff and to continue to reflect on what is necessary in order to re-join the group. The 1:1 arrangement will be continually reviewed and determined by when the student is ready to re-engage with the whole school.

Termination of placement

If it is judged that Inspired Directions School is not able to sufficiently meet the needs or manage the behaviour of a student, then the decision may be made to terminate the placement. This will be a last resort, after evaluating risks and trying all we can to support the student.

Termination of placement will be conducted in consultation with referring school or local authority. Inspired Directions School will support the process of identifying and transitioning to a more suitable provision.

6. Monitoring and Reporting Behaviour

All students have an Individual Management Plan which describes their possible problematic behaviours, risk and triggers; relevant background and contextual factors

Student behaviour is monitored on an ongoing basis, including: daily monitoring of incidents and progress; weekly staff meetings; termly progress reports.

We recognise that meaningful improvement in behaviour requires the involvement of parents/carers as well as other professionals working with the young person. We will regularly report on both positive and problematic behaviour to families and professionals. This will include:

- Phonecalls to feedback on successes and concerns
- Termly parent/carer review meetings
- Termly written report
- Letters home
- Meetings arranged in response to particular concern
- Special events and training support offered to families
- Attendance at regular professionals' meetings
- Regular communication with commissioning schools

Overall behaviour is analysed and reviewed by the school Governing Board annually.

7. Bullying

Bullying is a fact of adolescent life in the UK. Nevertheless, staff must uniformly make students feel that it is unacceptable. This can be done through modelling inclusive

behaviours, treating all students and colleagues with equal respect, by challenging bullying comments and encouraging empathy with others. Students must be regularly reminded that belittling, ridiculing and taunting other people is unacceptable. Staff must be alert to (and avoid using themselves) jokes about potentially sensitive issues: weight, ethnic background, poverty, sexuality, physical appearance, disability, religion, academic ability etc. Bullying comments should be recorded and stored in a log so that if bullying becomes a repeated problem, an offending student can be shown evidence of their comments in a meeting with the Head, a member of the Coordination Team or a mentor. If an individual is a victim of bullying they should be offered support and help with how to deal with it. If an individual is a repeated instigator of bullying, they should be brought in for a meeting to discuss why they are doing it and how to stop it. Parents should also be informed and brought in for a meeting if the matter is not resolved.

8. Screening, Searching and Confiscation

As per DfE guidance: *Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)*, school staff may search students and their possessions where there is a reasonable suspicion that they may be in possession of a prohibited item. Such items will be confiscated and may or may not be returned to the student or their parent/carer.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- tobacco and cigarette papers
- 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).

Inspired Directions School carries out regular random searches of all students entering school at least twice a week.

Phones

All students must hand in phones and other electronic devices at the beginning of the day. These will be kept in the school safe and will be returned at the end of the day. On occasion, according to staff discretion, students may be allowed access to their phones during breaktimes or lessons if they are required for a specific educational purpose

9. Reasonable Force

In accordance with guidance provided by the Department of Education (*Use of Reasonable Force, (July 2013)* See appendix), there may be incidents which require staff members to use reasonable force to physical restrain a student. This includes situations in which a student:

- Is in danger of hurting him/herself
- Is in danger of hurting another pupil or member of staff
- Is causing criminal damage significant damage to property

Having tried to de-escalate using non-physical means, only as a last resort should a member of staff employ physical restraint. The level of restraint used will be minimum and in conjunction with positive handling training.

All instances of positive handling or restraint from members of staff must be documented and logged.

10. Substance Use

If we have reason to believe a student is under the influence of substances, whether illegal drugs or alcohol, we have the right to search them. If they refuse to be searched or if we find a prohibited item in their possession, the student will be sent home.

If we suspect that a student is likely under the influence, but unable to know with certainty, then this will be recorded and reported to the student's parent/carer.

If being under the influence of a substance means that a student's judgement is impaired to the extent that they will not be able to make their own way home safely, then they may be kept onsite, isolated from other students and monitored, until a parent/carer is able to collect them. If a student requires immediate medical support, or their behaviour unmanageable, then we will call an ambulance or the police.

Inspired Directions School works with other professional agencies, including police, Young Hackney, Youth Offending Services and the local Substance Misuse Team to offer an ongoing programme of drugs education. If substance misuse is an ongoing concern for a student, we will refer to other professional agencies to offer an individual support programme.