



Inspire Academy

Behaviour Policy

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1. Introduction

- 1.1 Inspire is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.
- 1.2 High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic curriculum will provide students with access to a range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs, as well as preparing for adulthood opportunities. Our purpose is to support every student to develop their true potential, make positive contributions to their community and find fulfilment in further education and future employment.

2. Statement of Purpose

- 2.1 This policy will outline how Inspire will manage behaviour throughout the school to ensure we provide a safe, caring and orderly learning environment for staff, students and visitors. Inspire prides itself on our ability to deal with students that may have found mainstream education difficult, but in turn we will not settle for second best. We expect all of our staff, students and visitors to adhere to the guidelines set out in this policy, without question.
- 2.2 This policy has been implemented using information from the Education and Inspections Act 2026 and the latest version of Keeping Children Safe in education.
- 2.3 We will consider whether poor behaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this might be the case, staff will follow the Trust's Safeguarding policy.
- 2.4 This policy links to our Safeguarding, SEND and Equality policies. We make particular reference to the Equalities Act 2010, to ensure we consider information covered by this law.
- 2.5 Inspire expects;
 - Students, staff and visitors to behave respectfully and always treating one another with dignity, kindness and respect.
 - A focus on positivity throughout the school.
 - That the school is safe, calm and orderly.
 - Students become self-managers of their own behaviour and in turn support their peers on how to behave correctly; showing a readiness to learn and respect for others.
 - Staff to find resolutions and solutions to negative behaviour in school.

3. Positive Behaviour

- 3.1 It is clear from extensive research into supporting behaviour management in schools that the best strategies are the ones that focus on positive relationships. This should not be confused with a 'soft' approach when dealing with student behaviour. We aim

to offer preventative strategies that reduce the need to challenge poor behaviour as they allow students to conform to a positive school culture. We encourage self-regulation, where students have self-respect, responsibility and cooperation.

- 3.2 We want our students to have the feeling of belonging at Inspire and are part of the student team. We want students, staff and visitors to feel welcome at our school and see that our positivity is embedded into everything that we do. Praise and acknowledgement are a key foundation that will be evident throughout the school.
- 3.3 Students learn best when they are in a safe, secure and positive environment, it is important that they buy into this concept, so they can be effective learners. Inspire wants to develop young people into positive members of society.

4. Student Expectations

- 4.1 To ensure that students leave Inspire as well-rounded individuals that can contribute positively to society we expect them to be polite and well mannered, working together to make the Inspire community the best it can be. We expect our young people to:
- Arrive at school on time and move back to lessons swiftly following social times.
 - Wear uniform correctly in accordance with the dress code.
 - Use appropriate language and do not swear.
 - Always try their best in everything that they do, taking pride in their work.
 - Increase learning time by staying in class.
 - Listen, be safe and follow instructions.
 - Demonstrate equality and treat others with respect.
 - Keep hands, feet, objects and personal comments to themselves.
 - Look after our building, classrooms and our equipment.
 - Eat and drink in the designate areas.
 - Aim for 100% attendance.
 - Ask for help when they need it.

5. Behaviour for Learning

- 5.1 Inspire has high expectations for students conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment.
- 5.2 Staff at Inspire work together to model high standards of behaviour and support students to do the same. The Head of School and Director of SEND and Safeguarding provide a comprehensive induction program to new staff and outline the ethos of Inspire. Support for staff faced with challenging behaviour is also an important responsibility of the Head of School and Director of SEND and Safeguarding. All staff, teaching and non-teaching, are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the Head of School, for creating a high quality

learning environment, teaching positive behaviour, and implementing the agreed policies and procedures consistently. All staff are highly visible and always on duty, available to support students and staff in and out of classrooms. Staff briefings/meetings and training days are used for training on behaviour and any updates that may be necessary.

- 5.3 Students at Inspire will primarily be here because they have difficult or challenging behaviour. This is considered when dealing with students, but with the clear message – we are uncompromising on the school rules.
- 5.4 To support a positive learning environment, staff and students will work together to ensure that Inspire is a successful place, and everyone achieves their full potential. There is a reward programme, but we work clearly on the assumption that Inspire is a second chance, reengaging with education and gaining qualifications is the reward for attending Inspire. However, our verbal praise, encouragement and tangible rewards, are the ways that students will be rewarded. This will be regularly communicated with parents.
- 5.5 Behaviour in the classroom directly impacts on students' performance and their results. As a school we must always praise achievement and challenge poor behaviour in a proactive way, fairly and consistently. In order for the behaviour policy to be effective, there are clear links with other policies including the Safeguarding and Child Protection and Anti-Bullying. Inspire works positively with external agencies to seek appropriate support to ensure that the needs of all students are met. This support is coordinated by the Head of School.
- 5.6 Sometimes a student's behaviour is not acceptable. In these circumstances staff will try to respond promptly, predictably and with confidence to maintain a calm, safe learning environment using de-escalation training. In these situations, we need to enforce the relevant sanction.

6. Recording and Monitoring

- 6.1 All information relating to behaviour, positive and negative, will be recorded centrally. This will allow school staff to monitor what has been going on daily and weekly and beyond with students to determine how resolutions to their behaviour can be identified.
- 6.2 All behaviour information will be re-set daily, but the history of the incidents and all data will be available for monitoring and analytical purposes. The Head of School, alongside the rest of Inspire staff will monitor this weekly, it will be presented in staff meetings to explore patterns and trends and to see what preventative action can be put in place to support the student.

7. Praise and rewards

- 7.1 Each student will have the chance to earn achievement 'star' points in each lesson. Every lesson students will be able to earn up to three star points. Examples of areas of reward include the following;
- Arriving at lessons on time.
 - Wearing the correct uniform.
 - Completing work to the best of their ability.
 - Not disrupting learning.
 - Being polite and well mannered.
 - Support another student with their learning.

These points will build towards daily, weekly and half termly reward prizes.

8. Removal from Lessons

- 8.1 If a student is causing a disruption to a lesson and it is preventing themselves or others from learning, staff will intervene and a 'first warning' will be issued. If a student continues to disrupt learning, a member of staff will issue a 'final warning'. If this behaviour continues the member of staff will then remove the student from the lesson and they will have a period of reflection time to regulate in a safe area outside of their normal classroom. Following this period of reflection and regulation, if appropriate, the student will return to the classroom and a restorative conversation will take place with the class teacher.
- 8.2 A further sanction may be applied to the student depending on the reason for their removal from class. Whilst we will always try to prevent a removal from lessons, sometimes we will have no other option. Learning can continue in reflection time with a member of staff. Reflection time is used to maintain the safety of all students and to restore stability following an unreasonably high level of disruption, enable disruptive students to be taken to a place where education can be continued in a managed environment and to allow the student to regulate in a safe space. Following all incidents, staff will support students to reflect and consider how such behaviour can be prevented from recurring.

9. Student Support

- 9.1 If a parent/carer feels their child is experiencing a difficulty or a barrier to learning, parents should contact the Head of School to discuss an appropriate course of action. Where additional support is identified, it will be put in place as soon as possible.
- 9.2 All staff in school are there to ensure that students succeed. The graduated approach is used to review the impact of the support being given.

- 9.3 All our staff are trained to support students that might be struggling for whatever reason. We encourage all students to talk about their problems, to ensure that we can deal with them and in turn help support them.
- 9.4 Inspire staff will be available for parents/carers to contact and will deal with a variety of issues ranging from administering testing, supporting attendance issues, safeguarding concerns and liaison with external agencies that may come in to support students.
- 9.5 Routines are really important at Inspire and adjustments where appropriate and reasonable will be made to ensure all students can meet behavioural expectations. These adjustments will be made by the Head of School and they may be for a temporary period.

10. Expectations of Parents/Carers

- 10.1 All behaviour expectations are discussed with parents and students at admissions meetings prior to a student starting at Inspire and at appropriate times during the academic year. We expect our parents/carers to support the school behaviour policy and in turn our code of conduct. We welcome feedback, advice and support from parents/carers, however; to change the lives of our young people we ask for parents/carers uncompromising support. Sometimes students may disagree with staff, but it is important that parents/carers support the school in order to educate our young people and support them in overcoming their difficulties.
- 10.2 Parents/carers must;
- Inform school of anything that could impact their child's behaviour.
 - Demonstrate professional conduct on the telephone, on site and in meetings.
 - Attend regular review meetings when requested by the school;
 - Maintain regular contact with school;
 - Be fully supportive of this policy.

11. The Right to Search

- 11.1 Inspire has to maintain high levels of safety for staff, students and visitors, therefore we ask parents/carers to support us in ensuring that no dangerous items/harmful substances are brought onto the premises. We ask everyone to apply a common-sense approach to this, if it's not safe don't bring it to school!
- 11.2 As a school we will exercise our right to search a student or their belongings without consent. This will be completed by two members of staff.

We have identified a list of example prohibited items, which is not exhaustive, they are;

- Knives, including craft knives, pen knives, razors, guns of any kind, including replicas and BB guns.
- Alcohol.

- Illegal drugs and 'legal highs'.
- Stolen items.
- Tobacco and cigarette papers including e-cigarettes/vapes.
- Fire lighting equipment or flammable liquids.
- Fireworks or explosives of any kind.
- Offensive material such as pornographic, racist or violent images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Laser pens or LED torches.
- Energy drinks containing high amounts of caffeine (Red Bull, Relentless, etc.).
- Any item deemed to be inappropriate or unsafe by a member of staff.

11.2 If anything is found on a student's person or in their property, school will confiscate this item. If this is an illegal item, the matter will be referred to the police. If not, school will determine if, when and how the item will be returned. School also reserves the right to confiscate mobile phones and delete any images or recordings that are unauthorised.

11.3 In certain circumstances school will destroy any of the banned items that are listed, or anything else that might be linked to one of the items listed. Sanctions will be applied to any student found in the possession of any of these items

12. Detentions, Suspension and Exclusion

12.1 The types of sanction used at Inspire are;

- Internal – working away from peers (in another room).
- Detention – working after the typical school day (Twilight session 2.00-4.00pm).
- Suspension – working under the supervision of parents/carers at home.
- Permanent exclusion – termination of a placement at Inspire.

12.2 Students might be placed in internal or external exclusion, where they are supported and monitored by staff but have no interaction with any other students throughout the course of their time. The logistics of this will be dealt with on a case by case basis.

12.3 Whilst we aim to manage behaviour in school, there are certain circumstances where a student might have to be suspended. In these instances, the student will not be allowed on the school site or in a public place (during the school day) for the specified period. It may require parents/carers to collect the student from school during the school day. If a student refuses to leave the premises the police will be contacted.

12.4 In the most serious of circumstances permanent exclusion may be considered which would terminate the student's place at Inspire. Decisions to suspend or exclude are taken very seriously and follow due process.

12.5 Examples of incidents that could lead to a suspension/permanent exclusion are (but are not limited to);

- Verbal or physical abuse towards staff.
- Physical violence or aggression towards staff or students.
- Child-on-child sexual violence.
- Bullying towards another student.
- Sexual harassment.
- Prejudice on the basis of, gender, race, religion, ethnicity, sexuality, age or disability and others.
- Carrying of an offensive weapon.
- Use or possession of drugs or alcohol.
- Deliberate damage or theft of property.
- Smoking/vaping in or around the building.
- Refusal to follow staff instructions.

12.6 Child-on-child sexual violence and or sexual harassment offline or online are never acceptable, will not be tolerated and students who carry out such acts will be sanctioned whilst the victims will be supported, kept safe and taken seriously. Following any report of these the school will follow the safeguarding procedure and the Head of School will take the lead.

13. Behaviour Incidents Online

13.1 Inspire expects the same high standard of behaviour between students online as it does in the school building. All students should treat each other with kindness, respect and dignity. If inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is made known to staff, it will be dealt with in the same manner as if it was done offline. Where appropriate staff will follow the safeguarding policy and the Head of School will take the lead.

13.2 All students have the right to an education, however students are not in a position to compromise this right for themselves or in a way that may affect others in school. We take breaches of the behaviour policy very seriously and will deal with this lawfully by the powers issued to us by the government.

13.3 Any student that has been suspended will only be able to return after a reintegration meeting with parents/carers. This meeting will be outlined in the letter sent to parents/carers. If they are unable to attend, it will be their responsibility to contact the school to re-arrange this meeting. Inspire will not put a student back into lessons until this meeting has taken place. In exceptional cases, this could result in a continuation of the suspension.

14. Malicious Allegations against Staff

- 14.1 Our aim is to build positive and secure relationships between staff and students. However there may be an exceptional case where a student makes an allegation against a member of staff. If this does occur, it will be fully investigated. If it is deemed that the allegation was a deliberate act to deceive, serious sanctions will be applied to the student including suspension.

15. Working in Partnership

- 15.1 At Inspire we are fully aware that communication between home and school needs to be strong, to maintain discipline and good order. To ensure we achieve this we will;
- Meet regularly as a staff team to discuss behaviour.
 - Communicate regularly with parents/carers, via text, e-mail, letter and telephone.
 - Use our Schools Information Management System to track and record behaviour.
 - Meet with parents/carers to try to prevent an issue or to deal with issues as and when they occur.
- 15.2 Every student is different and whilst we always aim to be consistent it is important to remember that not all students can be responded to in the same way. Inspire will never discuss other students (including their sanctions) with parents/carers. We will always ensure that praise and sanctions are applied fairly to everyone.

16. Use of Reasonable Force

- 16.1 Inspire staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. All trained staff can use reasonable force depending on the circumstances if the dynamic risk assessment will mean that an incident can be prevented. Staff have Team Teach training (biennial) and follow the Physical Restraint & Reasonable Force Policy / Restrictive Intervention Policy.

17. Collective Responsibility

- 17.1 At Inspire we aim to develop a culture of mutual respect for one another. To do this we will upskill students to be self-managers and self-regulators of their behaviour. In turn they should be able to support one another with this. By holding students to account collaboratively this will support staff to employ the behaviour policy fairly.