

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Aspire Academy
Principal:	Stacey Ward
Behaviour Lead:	David Shone
Designated Safeguarding Lead:	Claire Boyton
Implementation Date: <i>Inline with policy approval</i>	June 2025

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@asp.hlt.academy

Rewards System

Relates to item 4.2 in the Trust Behaviour Policy

We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.

The 'conduct' framework encourages the active and direct involvement of as many staff and as many pupils as possible. It is essential that all pupils, regardless of ability, identified need or protected characteristic(s), are given the opportunity to operate within this framework. The framework is tolerant of disability related behaviour and is therefore compliant with the Equality Act 2010.

The 'conduct' system runs through all classroom based and extra-curricular activities where pupils are rewarded with points which are then converted and 'cashed in' for tangible rewards. All rewards will be logged at the point of issue and centrally stored to enable a full pupil profile over time. Each point earned by a pupil has a monetary value (1 point = 1p). This can be used towards specific prizes which pupils can 'cash in' at agreed points during the academic year. Positive conduct score is limited to 50 points per day.

Rewards System - Lesson Based and Extra-Curricular Activities

Points can be awarded to pupils by way of the following system:

Arriving to School

- 1 Point - Arriving on time.
- 1 point - Arriving in the correct uniform.

Lesson based

W.A.R scores

At the end of each lesson, pupils are assigned points, by their class teacher, for; Work; Attitudes and relationships.

0 - Unacceptable

1 - Poor

2 - Good

3 - Excellent

Pupils may also earn a 'bonus point' should they give an outstanding answer or demonstrate an act of resilience. E.g. read aloud.

Extra-Curricular

Points may also be awarded for pupil achievement recognised by staff at all levels.

System	Awarded for	Weighting
Green Slips	Above and beyond positive behaviour. E.g. clearing a table at lunch time, supporting another pupil.	3 points
Blue Slip	Awarded in recognition for British Values, Citizenship, Academy values.	5 points
Junior SLO/Prefect	Additional responsibility	50 points extra per active day

Attendance	Full week attendance	50 points
Tutee of the Week/Most improved pupil	Awarded by the tutor	100 points
SLO Pupil of the Week	Awarded by SLOs	100 points
HOKS/building lead SOTW	Awarded by HOKS/building lead SOTW	250 points
HOD Award	Awarded by HOD	250 points
SLT award	Awarded by SLT on a weekly basis	500 points

Trophies and badges

In order to further promote the positive aspects of day-to-day life in the Academy and reward pupils who make the right choices, demonstrate a use of their strategies, and/or take reflective action to put things right. Group trophies develop a collective responsibility and promote how individual contribution benefits a community. Aspire's social media promotes positive rewards to the wider community of parents, carers and other stakeholders.

Each week, trophies are awarded for 5 areas. Above and Beyond is attached to a different school focus each half term.

Trophy	Awarded by	Awarded for
Reading	Intervention Team	Participation
Above and Beyond	SLT	Termly focus (in response to trends identified through data)
Most Improved	Pastoral Team	Most improvement in chosen area
Attendance	Attendance team	Tutor group with highest attendance
Behaviour	Behaviour Lead	Highest whole group conduct score excluding absent pupils

Badges

Conduct badges (coloured stars) are awarded based on individual conduct scores for each pupil over varying timescales and achievements:

Green badge - Top 20 - 1 week

Blue Badge - Top 20 - Half term

Gold Badge - Top 20 - Term

Prefect Badge - Ongoing - only awarded after successful process of application

Student Council Badge - Ongoing - voted by peers in their tutor group. Dependent on behaviour during council meetings.

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Although we recognise the importance of celebrating the achievements of our pupils, it is important there is a system in place to identify and challenge any negative behaviours. All staff are trained in the use of trauma informed approaches and restorative practices. A playful approach is often used to de-escalate increasing behaviours or disrupt dysregulation. Where crisis behaviour is demonstrated, staff approach dysregulation with acceptance, curiosity, understanding and empathy. The pastoral team use their professional and informed judgements when imposing sanctions. Sanctions are attributed with the best interests of the pupil and the wider school community at the heart. Aspire Academy uses 'Restorative Practice' as a conflict resolution approach. It focuses on understanding and empathy to 'put situations right', it seeks responsibility and resolution as opposed to blame. Restorative Practice plays a big part in the way that we expect both staff and students to conduct themselves.

Basic Expectations of Pupil Behaviour

Around the Academy pupils should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear their school uniform correctly at all times
- Respect the Academy building and property
- Keep to their designated areas as instructed by members of staff
- Adhere to any health and safety requirements

When moving around the academy pupils must abide by the academy rules.

Break and lunch times will be arranged by the academy in a manner that supports the reduction of risk and promotes regulation. All pupils know clear guidance as to the arrangements for social times and the expectations of them during these times.

Pupils will be required to leave the academy premises in a calm and orderly manner, abiding by the academy health and safety requirements at all times.

Sanctions Pathway within the Classroom

It is essential that all stakeholders understand this framework and its consequences. At all times the intention of the procedures is to increase individual and collective regulation, self-awareness and to engage pupils in positive learning experiences.

Verbal warnings

Before the sanction pathway begins a pupil will be given a clear verbal warning/s which will identify the unwanted behaviour, the reasons it should not continue and refer to the choices a student can make or the strategies they could use. Staff should model, where appropriate, and clearly explain the desired behaviour. This is a personal development learning opportunity. It does not have to impact on WAR scores.

Red Slip (-15 conduct score)

Following their verbal warning/s, a pupil who continues to behave in an unacceptable manner will be issued a red slip on EduLink. This will be recorded by the teacher. It will impact on WAR scores issued. Staff should only inform pupils they are receiving a red slip if they deem that it will have a positive impact. Red slips should not be used as

a threat. Total negative conduct score is limited to -25 points per day to encourage pupils to identify the value in completing the day.

Pastoral Intervention

Pupils who continue to behave in an unsatisfactory manner, despite previous interventions will receive a second red slip. Where the behaviour is having a prolonged impact on the learning or well-being of others, the teacher/tutor will ask for pastoral intervention. This may involve the pupil being removed from the classroom by a member of the pastoral team, where clear reminders of classroom expectations are reinforced and curiosity, understanding and empathy is used to identify the causes of the dysregulated behaviour. Pupils may return to the classroom at this point if regulated and appropriate.

Removal and Detention

If the teacher comes to the decision that a pupil is persisting in disrupting the lesson, despite clear warnings, they will request 'removal' for the remainder of the lesson by senior members of the pastoral team.

Any pupil who has reached this stage will be assessed as unlikely to be able to regulate which could cause persistent disruption to learning or well-being. They should be removed from the situation.

Although most behaviours which reach this level will have been cumulative and will have been dealt with by working through the process step by step, there may be occasions when it is necessary to move straight to this sanction for the protection of the child, staff, or other learners. Any pupil who has been removed from a lesson will have work from that lesson that they will need to complete. This work should then be arranged to be completed at time to suit the teacher either at lunch or the end of the day. If the pupil refuses to use the removal with the pastoral team strategy, within a reasonable timeframe, this may escalate to a further sanction.

Sanctions Pathway for Beyond the Classroom

In School Reflection

Where possible, an in school reflection is used as a sanction that is arranged the previous academic day with pupils and parents/carers informed in advance. An in school reflection will involve a pupil working with a dedicated member of staff away from their timetabled population of peers, such with a different group.

Home Education

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a serious or major incident which would warrant such an immediate sanction. This may also be used, in agreement with home, where a pupils' well-being demonstrates increasing anxiety or long term activation of the stress response system, resulting in dysregulation. Pupils on home education will have access to a work pack provided by their subject teachers, supported by online learning or the home education team. A fixed term suspension could be issued at this stage, as an appropriate alternative and in response to dangerous choice behaviours.

ALL IN SCHOOL REFLECTIONS AND HOME EDUCATION BOOKINGS ARE APPROVED THROUGH THE PASTORAL TEAM

Fixed Term Suspension

Suspensions may be used for pupils who have completed all of the other sanctions and still continue to disrupt the learning of others. This sanction is meant as the last resort.

Fixed term suspensions may also be issued for a range of serious or major behaviour incidents. The length of the suspension will depend upon the severity of an incident or a pupil's cumulative behaviour including, but not being limited to:

- Threatening or intimidating behaviour to staff.
- Assault on a pupil or staff member.
- Racist, homophobic or disablist language towards a pupil or a member of staff.
- Persistent bullying.
- Possession of, or being under the influence of, illegal substances.
- Possession of a weapon on school premises.

The decision to suspend is the Principal's decision. Once this decision has been taken parents/carers should be contacted, and if possible, the pupil should be collected immediately.

A reintegration meeting involving the pupil, parent or carer and the appropriate staff member should take place before the pupil returns to school.

- Details of the timing of the meeting will be detailed in the suspension letter.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the pupil, parent/carers and staff member's voice.
- Interventions to support the pupil in amending their behaviour will be offered.

Permanent Exclusion/Placement End

Permanent exclusion from school, or an end to a placement, is a last resort when all attempts to meet a pupils' behavioural needs have been exhausted and the pupil demonstrates a risk to staff, students and/or property.

Permanent exclusions could also be used for serious incidents such as:

- Dealing or providing illegal substances
- Serious assault on another pupil or a member of staff, including those of a sexual nature
- Bringing a prohibited item onto school premises
- Cohesion of Aspire students to take part in dangerous or illegal activities (in or out of the school environment)
- Direct staff assault or student assault
- An activity that causes serious distress to another Aspire student, including those that are illegal or alleged. This includes the inappropriate sharing of images of children.

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Reports and Uniform

Repeated behaviour issues will result in pupils being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Tutor Report
- Head of Year/Subject Report
- Senior Leader Report

All reports will be communicated with the parents/carers.

Persistent Disruptive Behaviour:

Pupils who accrue a significant number of red slips will be monitored by being placed upon behaviour report, whilst further investigation takes place into the roots of the dysregulation. The reports promote greater check in support from a key pastoral member of staff. The reports that may be used are:

Tutor report – Initial report for monitoring a pupil across all subject areas. This is tracked by the pupil's tutor who will apply additional praise and sanctions in line with pupil performance whilst on report and more detailed information on conduct and engagement from their teachers' perspective. The report enables the tutor and head of key stage to unpick the times of day, lessons or interactions which are most problematic from the student. The report lasts a period of two weeks and must be sent to parents/carers on a daily basis.

Subject Report – Initial report to monitor pupil behaviour and attitude in specific identified subjects. The HOD or subject lead will track this report and apply additional praise and sanctions in line with the pupil performance whilst on report. The report enables subject leads to unpick the underlying reasons for dysregulation or disengagement in that specific area. The report lasts a period of two weeks (or an identified number of sessions). This will be checked by the HOD/Subject Lead after on the day of the given subject.

HOY/KS Report – The HOY will monitor a pupil's behaviour and attitude when the tutor report has not been successful or when there has been a concern raised regarding a pupil's behaviour/attitude. This may also be used instead of a tutor report, where the dysregulation concerns the tutor. A face to face parent/carer meeting or telephone conversation with the HOY will be held prior to the report starting. This will be further supported by a Pastoral Support Plan or referral to wider support, where appropriate. The report lasts a minimum period of two weeks. The report will be checked by the HOY each day. The HOY will apply additional praise and sanctions as a result of the pupil's performance whilst on HOY report.

SLT Report – The member of SLT will monitor a pupil's behaviour and attitude when the HOY report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. This report may also be used when the capacity of a HOY/KS is exceeded. A face to face parent/carer meeting with the Senior Leader will be held prior to the report starting which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to wider support. The report lasts a minimum period of two weeks. The report will be checked by the Senior Leader each day who will apply additional praise and sanctions as a result of the pupil's performance whilst on HOY report.

Uniform

Pupils will have their uniform checked when they arrive at school. Pupils who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform. If a pupil refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal. Should appropriate uniforms be unavailable or refused, parents and carers will be asked to bring it to the academy. Pupils in incorrect uniform may be isolated, whilst they regulate or until this is resolved. Uniform should not be seen as a barrier to accessing educational provision and where families can't meet the requirements the school will meet this with understanding and empathy and work with home to find resolutions.

Sanctions Tariff

It is intended that, where possible, sanctions are applied consistently. Sanctions will always account for the students' individual needs. By providing these guidelines to parents, pupils as well as staff, everybody is clear what RANGE of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these offences would go alongside the involvement of the police.

NB: these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

	Pastoral Intervention	Parental Contact	Subject Action inc. subject report	Detention/ Work catch-up	In school Reflection	Home Education/ Out of hours learning	Suspension	Permanent Exclusion/ Place end
Low level disruption	x	x						
Lack of response to 'Pastoral Intervention'	x	x	x	x	x			
Lack of response to 'Subject Action'	x	x		x	x			
Persistent Disruption (Engaging with interventions)	x	x		x	x	x		
Persistent Disruption (Not engaging with interventions)					x	x	x	
Serious Incident	x	x			x	x	x	
Repeated Serious Incidents (evidence of improvement over time)	x	x			x	x	x	
Repeated Serious Incidents (no evidence of improvement over time)						x	x	x
Major Incident	x	x			x	x	x	x
Repeated Major Incidents	x	x			x	x	x	x

Examples of the severity of an incident or a pupil's cumulative behaviour including, but not being limited to:

Serious Incident (-25 conduct score)

- Persistent Defiance
- Fighting
- Threatening or intimidating behaviour to staff
- Bullying
- Use of discriminatory language
- Dangerous behaviour
- Smoking/Vaping

Major Incident (-30 conduct score)

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises
- Unprovoked serious assault on a pupil
- Use of racist, homophobic or disablist language towards a pupil or a member of staff
- Persistent bullying
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.