

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Aspire Academy
Principal:	Laura Stanforth
Behaviour Lead:	David Shone
Designated Safeguarding Lead:	Claire Boyton
Implementation Date: <i>Inline with policy approval</i>	August 2026

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:-

- Timetable and Break Structures
- 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

Timetable & Break Structures

Introduced from September 2026 — responding to Student Council requests and the evidence base for outdoor time

From September 2026, the academy day incorporates additional outdoor break time between lessons. This change follows a request made repeatedly by the Student Council and reflects the wider evidence base on movement, fresh air and self-regulation for young people.

Structure of the Day

Session	Time
Period 1	9:00am – 10:00am
Break 1	10:00am – 10:15am
Period 2	10:15am – 11:00am
Break 2	11:00am – 11:15am
Period 3	11:15am – 12:15pm
Lunch	12:15pm – 12:40pm
Period 4	12:40pm – 1:40pm
Period 5	1:40pm – 2:40pm

Break and lunch times take place in the canteen and outdoor areas, replacing the previous model of pupils remaining in one classroom.

Expectations During Break Times

Tutor groups hold collective responsibility for returning to lessons on time. Where the same core pupils do not return on time despite this collective responsibility, they will remain in the canteen rather than going outside, in line with the sanctions pathway below.

Teaching staff and the tutors who are timetabled during the extended break lesson have supervision built into their timetables. A consistent, zero tolerance approach applies to prohibited items such as vapes on site — these are removed and not returned, and this is communicated clearly to parents and pupils in advance.

This is a supported change rather than a permanent edict. If significant concerns arise it will be reviewed and, if necessary, amended.

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:

Lesson based

Conduct Scores (SIMS)

From September 2026, a single conduct score replaces the previous Work, Attitude and Relationships (W.A.R) scores. A register is taken by the class teacher every lesson and recorded on SIMS. SIMS includes a seating plan view so that pupils are visible at a glance, and one conduct score per pupil per lesson is entered directly via the seating plan. Teacher name, lesson name and other fields are not needed — they link automatically to the timetable.

- 0 - Absent, or no work completed, with behaviour that did not meet expectations — working below expected level.
- 1 - Working at expected level in one area. Work completed to a reasonable standard but behaviour did not meet expectations, OR minimal work completed but engagement was appropriate and strategies were used.
- 2 - Work completed to a good standard with a positive attitude. Any low-level incidents were managed using strategies. This is a 10/10 lesson.
- 3 - Above and beyond. A score of 2 in both work AND behaviour, plus outstanding effort, great conduct or fantastic work. A score of 3 earns the pupil a Blue Slip (see below).

Extra-Curricular

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

Blue Slip Tombola Draw

Blue Slips are handed in by the pupil to the SLOs and entered into a tombola machine. The draw takes place every Friday morning in the canteen, with instant-win prizes such as vouchers, drinks and treats. Pupils must be in the canteen on time for the draw to take place — on-time attendance is part of the reward — and if a pupil is not present, the draw for that slip is skipped and repeated the following week.

Trophies

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.

Extra-Curricular

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

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 * Focus will vary according to Academy priorities
Attendance	Attendance team	Tutor group with highest attendance
Behaviour	Behaviour Lead	Highest whole group conduct score excluding absent pupils

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.

These localised procedures have been reviewed against current statutory guidance on Suspension and Permanent Exclusion (July 2026), including its emphasis on proportionate behaviour management, equal consideration of rewards alongside sanctions, and meaningful reintegration following a suspension.

Basic Expectations of Pupil Behaviour

Around the Academy:

- We will aim to show good manners, even when things are difficult.
- We will aim to be respectful to staff and students, even when things are difficult.
- We will aim to respect school property.
- We will help and support those who need it.
- We will build resilience to make the progress we can, and to the best of our ability at that moment in time.
- We will be inclusive and treat everyone with equality, care and respect.

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, as set out in Timetable & Break Structures above. 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.

Phase 2 - In Class Discussion

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 an impact on the pupil's conduct score.

Phase 3 - On Call SLO

Following their verbal warning/s, a pupil whose behaviour continues to fall short of expectations will be issued an appropriate conduct score via the SIMS seating plan. This will be recorded by the class teacher. It will impact the conduct score issued for that lesson. Staff should only inform pupils they are receiving a negative score if they deem that it will have a positive impact. This should not be used as a threat. Total negative conduct score is totalled at the end of the day as a measure of engagement.

Phase 4 - SLO / HOD Remove & Reset

Where a pupil's behaviour continues to fall short of expectations, despite previous interventions, they will receive a radio call for pastoral support. 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.

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 is likely to need more time and support to regulate before they can re-engage safely with learning. To protect their own wellbeing and that of others, 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 is not able to engage with the removal and pastoral team strategy within a reasonable timeframe, this may escalate to a further sanction.

EduLink Behaviour Log — Outside the Classroom

The sanctions pathway above captures conduct within lessons, recorded lesson-by-lesson on SIMS. Positive and negative behaviour that takes place outside of the classroom — for example around the site, during break and lunch times, or on transport — is logged separately, directly on EduLink, by any member of staff who observes it.

Positive EduLink entries recognise good conduct in these settings in the same way classroom-based rewards do. Negative EduLink entries record behaviour that falls short of expectations. Both positive and negative entries feed into the pupil's overall conduct score alongside their SIMS lesson scores, giving staff a complete picture of a pupil's conduct across the whole school day.

Negative EduLink entries are graded BA1 to BA3 according to the severity of the behaviour, replacing the previous single-tier 'Serious Incident' and 'Major Incident' labels. This tiered structure allows the pastoral team to monitor the frequency of incidents more precisely, and to identify patterns or spikes in a pupil's behaviour over time. Full detail of each tier is set out in the Sanctions Tariff below.

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.

ALL IN SCHOOL REFLECTIONS ARE APPROVED THROUGH THE PASTORAL TEAM.

Phase 5 - 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.

A suspension is for a fixed period — up to a maximum of 45 school days in a single academic year — and does not automatically extend or convert into a permanent exclusion.

Fixed term suspensions may also be issued for a range of BA1 to BA3 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.

In line with current statutory guidance, work will be set and marked for the pupil during a suspension, using online platforms where helpful, so that learning is not lost; reasonable adjustments continue to be made for pupils with SEND throughout this process. Aspire Academy does not use part-time timetables, informal removal from site, or pressure on parents to educate a pupil at home as an alternative to a formally recorded suspension or permanent exclusion.

A reintegration meeting involving the pupil, parent or carer and the appropriate staff member should take place before the pupil returns to school. This gives the pupil a fresh start, helps them understand the impact of their behaviour, and supports their sense of belonging in the school community. Aspire Academy will move to a more formal Reintegration Support Partnership model once further national detail is published.

- 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, only used in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. 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

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 negative conduct and EduLink entries 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 a week 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 where necessary.

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. Where a pupil does not wear the uniform provided within a reasonable timeframe, staff will first seek to understand the reasons behind this before it is addressed through the sanctions pathway. 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 given space away from their usual group while 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.

In the event that a student arrives at the academy in the wrong or incorrect items of uniform, the following procedure will be followed:

1. Call home – The student's tutor will contact home to inform parents/carers of the incorrect uniform and request that the correct items be brought in.

or

2. Loan uniform – Where available, uniform will be loaned to the student for the day by the academy, to be returned when the student's phone is returned.

If neither option is possible, the academy will allow a 24-hour grace period for the uniform issue to be corrected the following day. As part of the contact ensure that there are no barriers such as finances etc stopping the student from having the correct uniform.

Any further uniform issues involving the same student will be followed up with a parental meeting to discuss supportive solutions. Should the issue continue, sanctions will be applied for non-cooperation (e.g. loss of off-site lunch privileges).

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	Suspension	Permanent Exclusion/ Place end
Single incident of 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		
Persistent Disruption (Not engaging with interventions)					x	x	
BA1 Incident	x	x			x		
BA2 Incident	x	x			x	x	
Repeated BA1/BA2 Incidents (evidence of improvement over time)	x	x			x		
Repeated BA1/BA2 Incidents (no evidence of improvement over time)						x	x
BA3 Incident	x	x			x	x	x
Repeated BA3 Incidents	x	x			x	x	x

Examples of the severity of an incident or a pupil's cumulative behaviour, logged on EduLink as BA1, BA2 or BA3, including, but not being limited to:

BA1 (-1 conduct score)

- Building disruption
- Defiance / refusal
- Eating outside of break and lunch times
- Inappropriate language
- Inappropriate uniform
- Inappropriate use of equipment / exercise book
- Interfering with others' work
- Late to lesson
- Leaving class without permission
- Prejudice based behaviour
- Truantiing from lesson
- Verbal abuse to student

BA2 (-2 conduct score)

- Abscond from school site
- Damage to property
- Dangerous behaviour
- Graffiti
- Inappropriate language towards staff
- Misogyny
- Missed detention
- Persistent disruption, whole school
- Persistent truantiing
- Physical aggression towards student
- Racist / homophobic language
- Theft
- Throwing objects
- Use of mobile phone or earbuds/earphones in school
- Vandalism
- Verbal abuse to staff

BA3 (-3 conduct score)

- Dealing in a controlled substance
- Fighting
- Physical aggression towards staff
- Possession of an illegal substance
- Targeted racist / homophobic bullying
- Smoking / vaping, or possession of
- Sexual harassment

