ASPIRE ACADEMY BEHAVIOUR POLICY

2026-2027

Contents

Introduction: Success, Nothing Less 4
Our Vision, Values & Golden Futures Culture 5
Our Behaviour Principles 5
Trauma-Informed & Restorative Practice 5
Sustaining Excellence through a Golden Scholarly Culture 7
Behaviour Framework: Upholding a Golden Scholarly Culture 8
Behaviour Escalation Ladder- What behaviour level is it? 9
Behaviour Points and "Stay Above the Line" 12
Escalation Pathways for Cumulative and Persistent Disruptions 14
Immediate Escalation: No Warning Required 15
On-Call System: Proactive and Calm Support 16
Detentions and Non-Attendance 17
Detention Tariff 17
Failure to Attend a Detention 18
Our Behaviour Ethos: High Standards, Deep Care 18
Report Cards & Behaviour Contracts 19
Report Card 21
Report Card Levels & Monitoring 22
Behaviour Thresholds and Linked Report Levels 23
Requirements Applying to Every Threshold and Report Level 27
Report-Level Summary 28
Impact Provision: Reset, Refocus and Re-engage 30
When classroom removal may be used 32
Stay Above the Line: the –6 weekly threshold 35
Expectations while in Impact 37
Food, drink, toilets, movement and medical care 38
SEND, disability, communication and medical needs 39
Restrictive intervention and reasonable force 45
Recording restrictive interventions 48
Complaints, concerns and allegations 50
Monitoring, equality and governance 50
Ready Room – A Structured Space to Reset for Late Arrivals 53
Arrival after 9.15am 54

Arrival after 11.00am 54
Positive Behaviour: Rewarding Excellence 57
Behaviour in Lessons: Expectations and Standards 58
Ready to Learn: Daily Expectations 58
Lesson Transitions: Start and End Routines 60
Classwork and Prep (Homework): Meeting High Standards Every Day 62
Classwork Expectations 62
Prep: Aspire's Daily Academic Commitment 62
Equipped to Learn: Be Ready, Be Respectful, Be Responsible 65
Required item 65
Expectation 65
How the daily check will operate 66
Equipment consequences 66
Refusal to participate or accept equipment 67
Identifying and removing barriers 67
Support for pupils and families 67
Class Charts Shop 68
Sensory Tools and Fidget Items 69
Uniform Expectations: Be Ready Every Day 72
Standards Room Consequences 72
Deliberate Uniform Defiance 74
PE Kit 75
Financial Hardship, Availability and Family Support 76
Equality, SEND and Reasonable Adjustments 77
Sending a Pupil Home or Suspension 77
Parent and Carer Responsibilities 78
Internal Truancy: Every Lesson Matters 79
Important distinctions 80
Internal Truancy Alert 80
Immediate On-Call response 81
Pupil not located 81
Establishing whether internal truancy occurred 81
Standard consequences 82
Senior extended detention 82
Walk-outs from lessons 83

SEND, disability and reasonable adjustments 83
Persistent or repeated internal truancy 84
Parent and carer communication 85
Transitions – Moving with Pride, Purpose, and Professionalism 87
Toilet Policy – Compassion and High Expectations 89
Recording lesson-time toilet access 90
Daily toilet shutter timetable 94
First Aid & Medical Support 100
Social Time – Respect, Responsibility & Readiness 107
Mobile Phones and Other Banned Items 107
Mobile Phone and Smart Devices 108
Out, Off and Away – Morning Line-Up Routine 109
Contacting home during the Academy Day 113
Reference Basis 116
Academic-Year Sanction Ladder 116
Serious Misuse 120
Being Ready to Learn: Evening Preparation 128
Searching, Screening & Confiscation 128
Screening 129
Action to be taken with particular items 138
Suspension, Permanent Exclusion and Pupil Movement 146
Key Legal Distinctions 148
Authority and Decision-Making 148
Authority to Suspend or Permanently Exclude 149
Conduct Beyond the Academy Site: Upholding Aspire's Standards and Reputation 183
The Hive – Help In Various Endeavours 197
SEND, Disability and Vulnerable Pupils 199
Legal Duties 200
High Expectations and Inclusive Practice 201
The Graduated Approach 202
Early Identification 204
Behaviour and SEND Panel 204
Authorised Sensory Tools 208
Classroom Practice and Staff Responsibilities 208
Staff Training 209

Responding to Misbehaviour 210
SEND and Sanctions 210
Adjusting a Sanction 211
Supporting the Pupil After a Sanction 211
Detention, Impact and Classroom Removal 212
Restrictive Intervention and Reasonable Force 213
Mental Health and SEMH 213
Trauma-Aware and Relational Practice 214
Pupils with a Social Worker 215
Looked-After and Previously Looked-After Pupils 215
Other Vulnerable Pupils 216
Suspension and Permanent Exclusion 216
Pupils with an EHC Plan 217
SEN Without an EHC Plan 217
Serious Incidents 217
During Suspension 218
Repeated Suspension or Removal 218
Monitoring, Equality Analysis and Governance 219
Core Academy Commitments 220
Related Policies and Procedures 221
Legislative and Guidance Reference Basis 221
Primary Legislation 221
Regulations 221
Statutory and Departmental Guidance 221
Safeguarding & E-Safety 223
Parent Partnership: Shared Responsibility for Success 252

Introduction: Success, Nothing Less

At Aspire Academy, *Success, Nothing Less* is not just a motto—it's our commitment. We are a trauma-informed school where every student is known, valued, and supported to thrive both academically and personally. Our behaviour policy reflects our high expectations, built on the simple but powerful principles of: **Be Ready. Be Respectful. Be Safe.**

We are proud to offer a **Golden Culture**—a climate of excellence, respect, and aspiration where all students are supported to aim high, learn with integrity, and flourish in a safe, structured and caring environment. Through strong relationships, clear routines, and restorative practices, we create a **scholarly culture** where students grow in character, confidence, and ambition.

Our Vision, Values & Golden Futures Culture

Vision - Success, Nothing Less — preparing confident, articulate, and responsible young people for life beyond school.

Core Values

- **Resilience**
- **Integrity**
- **Excellence**
- **Ambition**
- **Pride**
- **Respect**

Golden Futures & Scholarly Culture

Aspire Academy is more than a school; it is a community of learning and character. Students are supported to:

- Take pride in achievement
- Develop independent, self-disciplined habits
- Thrive in a calm, well-ordered, aspirational environment
- Grow through meaningful relationships and restorative practice

We expect excellence from every learner and provide the structure, care, and challenge to make that possible.

Our Behaviour Principles

Aspire Academy uses the shared language 'Stay Above the Line'. Every correction is linked to one or more of three clear expectations: Be Ready, Be Respectful and Be Safe.

- **READY:** On time, equipped, and listening first time.
- **RESPECTFUL:** Appropriate language, following instructions, and providing dignity for staff and peers.
- **SAFE:** Moving calmly, keeping hands/objects to self, and never threatening or intimidating others.

Trauma-Informed & Restorative Practice

Behaviour is communication. As a trauma-informed school, we prioritise:

- Predictable routines and calm responses
- De-escalation over confrontation
- Restorative conversations, not punishment alone
- Consistency in language and actions

High standards of pupil conduct are established and maintained through predictable routines and uniform staff practice. In accordance with Department for Education guidance, staff are expected to

explicitly teach, model, and reinforce expected behaviours using clear routines and consistent language throughout the school day (*Behaviour in Schools*, DfE, 2024).

Sustaining Excellence through a Golden Scholarly Culture

At Aspire Academy, our Golden Futures culture creates a foundation where students are supported to aim high, behave responsibly, and take pride in both who they are and what they achieve. We are committed to sustaining a scholarly environment where every lesson matters, every interaction builds respect, and every learner is empowered to grow in both character and knowledge.

At Aspire Academy, we are clear that rights and responsibilities go hand in hand. Every student has the right to feel safe, the right to learn without disruption, and the right to be treated with respect. In return, all students are expected to take responsibility for their actions by helping others feel safe, allowing everyone to learn, and treating peers and staff with dignity. This also includes maintaining excellent attendance and punctuality.

We foster this culture by:

- Celebrating achievement, effort, and progress
- Using consistent, clear routines to minimise disruption
- Removing barriers to learning through proactive support and early intervention

We are committed to applying expectations and consequences in a way that is predictable, fair and rooted in our trauma-informed approach.

> "Pupils need to understand that there are consequences for their behaviour."

— Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, p. 15.

In this environment, all students are expected to take responsibility for themselves and contribute to the success of others. This is how we build and sustain excellence—through a culture where high expectations, mutual respect, and personal responsibility are non-negotiable.

Summary of Student Conduct Expectations

Area	Expectation
Uniform	Worn correctly and with pride
Equipment	Ready every day
In Class	Focused, respectful, engaged
Movement	Calm, safe, purposeful
Language	Respectful and appropriate
Response to Adults	Follow instructions first time, every time

Behaviour Framework: Upholding a Golden Scholarly Culture

Aspire Academy is committed to creating a calm, safe, supportive and scholarly environment in which every pupil can learn, flourish and achieve academic excellence. Our three core expectations — Be Ready, Be Respectful and Be Safe — provide the shared language through which behaviour is explicitly taught, positively reinforced and, where necessary, corrected.

Our approach is predictable, consistent, child-centred and trauma-informed. This means that staff maintain clear boundaries and high expectations while remaining alert to individual needs, vulnerabilities and the possible factors underlying behaviour. Trauma, SEND, disability or other additional needs do not automatically remove a pupil's responsibility to meet reasonable expectations; they may, however, require additional teaching, support or reasonable adjustments.

Staff will:

- explicitly teach and model expected conduct and routines;
- use clear, calm and respectful language;
- respond to misbehaviour promptly, predictably and assertively;
- use de-escalation and agreed reasonable adjustments where appropriate;
- prioritise safety and the restoration of a calm learning environment;
- apply consequences consistently, fairly and proportionately; and
- provide pupils with appropriate support to understand, repair and improve their behaviour.

Consistency does not always mean that every pupil receives an identical response. It means that the same principles, expectations and decision-making process are applied fairly, with adjustments made where required by law or by the pupil's individual circumstances. DfE guidance expects schools to combine clear expectations with additional support and reasonable adjustments where pupils need them.

Decision-making and individual circumstances

Behaviour decisions will be made on the available evidence and, where facts are disputed, on the balance of probabilities. The pupil will be given an age-appropriate opportunity to provide their account before a serious consequence is decided, unless an immediate protective response is required.

Any sanction must be:

- imposed by an authorised member of staff;
- lawful and consistent with this policy;
- reasonable and proportionate in all the circumstances; and
- compatible with the Academy's equality, SEND, safeguarding and human-rights duties.

Before determining a sanction, staff will consider, as relevant:

- the nature, seriousness, frequency and impact of the behaviour;
- the pupil's age, understanding, communication needs and account of events;
- any SEND, disability, medical condition or mental-health need;
- whether agreed provision and reasonable adjustments were in place and followed;
- bereavement, bullying, abuse, neglect, exploitation, trauma or significant difficulties outside school;

- religious requirements and caring responsibilities;
- safeguarding information and the safety and support needs of all affected pupils; and
- whether the proposed response is likely to be effective in preventing recurrence.

The Academy will make reasonable adjustments for disabled pupils and will use its best endeavours to secure the special educational provision required by pupils with SEN. An adjustment may affect how an expectation is communicated, how a pupil is supported to meet it, or the nature, timing or location of a consequence. It does not create an automatic exemption from all consequences.

The responses set out below describe the Academy's **usual range of responses**. They are not an inflexible tariff. An authorised senior leader may vary, defer or replace the usual response where there is a recorded safeguarding, educational, equality, medical or safety reason.

No behaviour-point threshold, report-card outcome or sanction pathway automatically results in suspension or permanent exclusion. Only the Headteacher, or a person formally acting as Headteacher, may suspend or permanently exclude a pupil. Alternative provision, off-site direction and managed moves will not be used as punishment for past misconduct

Behaviour Escalation Ladder- What behaviour level is it?

The Behaviour Escalation Ladder explains the response a pupil will normally receive when they do not meet the Academy's expectations. The response will depend on the nature, seriousness, frequency and impact of the behaviour.

The stages do not have to be followed in order. A pupil may move directly to a higher level where behaviour is serious, unsafe, deliberately offensive or safeguarding-related. Any consequence will be lawful, reasonable, proportionate and considered in light of the pupil's individual circumstances and any reasonable adjustments required.

Behaviour level	What the behaviour means	What will happen
Verbal warning or agreed reset	The pupil has not met an expectation, but the behaviour can be corrected immediately.	The pupil will be given one clear verbal reminder of the expected behaviour and an opportunity to correct it. Where appropriate, the pupil may be offered an agreed adjustment, additional explanation or a brief supervised reset. No behaviour point or detention will normally be issued if the pupil responds positively and returns to learning.
C1 — Low-level or careless behaviour	The pupil continues to display minor, low-level or non-malicious behaviour that affects their own learning or an established Academy routine.	The pupil will be told clearly which expectation has not been met and what they need to do differently. A C1 will be recorded on Class Charts, and the pupil will be expected to correct the behaviour immediately. **Two C1 incidents in one school day will normally result in a 20-minute lunchtime detention,** subject to consideration of the pupil's individual circumstances and any reasonable adjustments.

Behaviour level	What the behaviour means	What will happen
C2 — Disruptive behaviour	The pupil's behaviour interrupts teaching, learning or an Academy routine, particularly where the behaviour continues following a verbal warning or C1.	The pupil will be informed that their behaviour has reached C2 and will be told the reason. A C2 will be recorded on Class Charts. The pupil will normally be required to attend a **20-minute lunchtime detention.** On-call support may be requested where the disruption cannot be safely or effectively managed in the lesson.
C3 — Persistent non-compliance or disrespect	The pupil refuses to follow a reasonable instruction, repeatedly fails to comply following correction, or behaves disrespectfully towards another person.	The pupil will be informed that their behaviour has reached C3 and will be given a clear explanation of the reason. The pupil's exact words or actions and the instruction given will be recorded. The pupil may be removed from the lesson or supported by the on-call team where necessary. **The pupil will normally be required to attend a same-day after-school detention from 3.00pm to 3.45pm**. Parents or carers will normally be informed as soon as practicable.
C4 — Serious offensive or high-level disruptive behaviour	The pupil uses deliberately abusive or offensive language or gestures, causes serious disruption, persistently refuses to follow reasonable instructions, or leaves a supervised area without permission in circumstances that cause disruption or create a safety concern.	The pupil will be referred immediately to the Behaviour Team or on-call staff. A welfare and safety check will be completed where the pupil has left a supervised area, and the pupil will be given an opportunity to explain what happened. The incident will be reviewed by an authorised senior member of staff. **The pupil will normally receive a same-day after-school detention from 3.00pm to 4.30pm and may also receive internal removal, restorative work or targeted support.** Uniform and appearance concerns will be managed through the Academy's uniform procedures and will not automatically be treated as C4 behaviour.
C5 — Serious, dangerous or safeguarding-related behaviour	The pupil's behaviour causes, or creates a risk of, serious harm. This may include serious violence, credible threats, possession or use of a weapon, serious verbal abuse, bullying, discriminatory abuse, sexual harassment or violence, harmful sexual behaviour, substance-related incidents, serious online abuse or behaviour that may constitute a criminal offence or safeguarding concern.	Immediate action will be taken to keep the pupil and others safe. The pupil will be referred to the Behaviour Team and an appropriate senior leader. The Designated Safeguarding Lead or a deputy will be informed immediately where the incident may involve a safeguarding concern. The pupil will be given an age-appropriate opportunity to provide their account, unless an immediate protective response is required. **Following an individual review, the pupil may receive restorative work, targeted intervention, internal removal, an individually authorised extended detention of up to 5.30pm**, or another proportionate consequence. Suspension may be considered by the Headteacher. No consequence, suspension or permanent exclusion will be automatic.

The DfE distinguishes a brief conversation outside a classroom from formal classroom removal. Formal removal is a serious sanction that must be supervised, time limited, used only where necessary, provide meaningful education and normally be reported to parents on the same day.

Safeguarding takes priority

Where behaviour may constitute child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, discrimination, exploitation, a substance-related concern, a criminal offence or any other safeguarding concern, staff must follow the Child Protection and Safeguarding Policy immediately and notify the DSL or a deputy.

The Academy will:

- take immediate action to protect and support affected pupils;
- avoid dismissing abusive conduct as banter, part of growing up or an inevitable part of school life;
- consider the safeguarding needs of both the pupil who may have been harmed and the alleged perpetrator;
- undertake and regularly review a risk and needs assessment where required;
- liaise appropriately with children's social care and the police;
- avoid action that could prejudice a statutory or criminal investigation; and
- record concerns, decisions, reasons, protective measures and reviews.

A disciplinary consequence may be imposed while another agency is investigating, following case-by-case consideration led by the DSL and, where appropriate, liaison with the relevant agency. Safeguarding action, protective measures, risk assessment and support will not be delayed or replaced by the sanctions process. KCSIE 2026 expressly treats child-on-child abuse as a safeguarding issue for both the pupil harmed and the alleged perpetrator and requires an immediate risk and needs assessment following a report of sexual violence.

Detention safeguards

Lunchtime, after-school and same-day detention may be used where lawful. Parental consent is not required, but the detention must be reasonable and imposed in accordance with this policy.

Before authorising an after-school or extended detention, staff will consider:

- the pupil's age and safety;
- SEND, disability or medical needs;
- known caring responsibilities;
- medical or other significant appointments;
- religious requirements;
- any safeguarding information; and
- whether suitable travel arrangements can reasonably be made.

Parents will normally be informed through **text /telephone** as soon as practicable. A detention must not proceed where there is a reasonable concern that it would compromise the pupil's safety. Any detention continuing beyond **4.30pm** must be authorised by **the headteacher/deputy headteacher.**

During a lunchtime detention or supervised social-time consequence, pupils will be given reasonable time to obtain and eat their meal, drink water, use the toilet and access medication or medical

assistance. Food, drink, toilet access and necessary medical care will never be withheld as a disciplinary sanction.

Conduct during social times and transitions

The same expectations and decision-making principles apply during line-up, break, lunchtime, assemblies, corridor movement and other transitions.

Consequences will reflect the seriousness, impact and circumstances of the conduct and may include a supervised lunchtime detention, restorative action, an after-school detention or targeted intervention.

Two recorded unstructured-time incidents within a rolling school week will normally trigger an extended detention. Where proportionate, the usual response will include an after-school detention **(3-4:30pm)** and up to three supervised lunchtime sessions. The reviewing leader will consider:

- the nature and seriousness of each incident;
- whether incidents form part of bullying, discrimination or child-on-child abuse;
- SEND, disability, communication and sensory needs;
- safeguarding information;
- whether supervision or environmental arrangements contributed to the incidents; and
- whether additional teaching, support or reasonable adjustments are required.

Any decision and any departure from the usual response will be recorded.

Behaviour Points and "Stay Above the Line"

The Stay Above the Line system is designed to identify and address repeated disruption before it becomes an established pattern. Behaviour points are recorded throughout the school week so that pupils can see clearly when their conduct is placing them at risk of a serious consequence.

Reaching –6 behaviour points

Where a pupil reaches –6 behaviour points during the Academy's defined school week, the pupil will:

1. be removed from their normal lessons for one full school day;
2. complete the school day in **Impact**, where they will continue with supervised and meaningful education;
3. remain in Impact after the end of the normal school day; and
4. complete an extended detention in Impact until **5.30pm**.

The pupil's parent or carer will be informed of the Impact placement and extended detention as soon as practicable.

The purpose of this consequence is to:

- prevent continued disruption to teaching and learning;
- provide a clear and predictable response to an accumulation of poor behaviour;
- allow the pupil time to reflect on the choices that led to the placement;
- reinforce the Academy's expectations; and
- support the pupil to return successfully to mainstream lessons.

Authorisation and checks

Before the consequence is confirmed, an authorised pastoral or senior leader will:

- check that the behaviour points have been recorded accurately;
- check for duplicated, withdrawn or incorrectly entered incidents;
- review any relevant safeguarding, SEND, disability, medical or pastoral information;
- consider any reasonable adjustments required in the way the placement or detention is delivered; and
- confirm that remaining until 5.30pm will not create a reasonable concern for the pupil's safety.

These checks do not normally remove the consequence. Where necessary, they may result in an adjustment to the timing, supervision, location, work provided or support arrangements. Any decision not to apply the usual consequence must be authorised by a senior leader and the reason must be recorded.

Arrangements in Impact

While in Impact, the pupil will:

- remain under appropriate staff supervision;
- complete meaningful curriculum work;
- follow the expectations and routines of the Impact provision;
- receive appropriate breaks, access to food, drink, toilets, medication and necessary welfare support;
- complete reflection or restorative work where appropriate; and
- take part in a reintegration conversation before returning to normal lessons.

The pupil will not be locked in the Impact room or prevented from leaving as a disciplinary measure.

For policy purposes, the **school-day placement in Impact is an internal classroom-removal sanction**, while the period after the normal end of the school day is an **extended detention**. DfE guidance permits classroom removal for serious or repeated disruption where education continues in a supervised setting, and permits same-day and after-school detentions where the policy makes this clear and the arrangements are reasonable and safe.

Further incidents and repeated Impact placements

Where a pupil repeatedly reaches –6 points or continues to receive significant negative behaviour points, the Academy will arrange a wider review. This will consider:

- the pattern and causes of the behaviour;
- attendance and punctuality;
- the pupil's views;
- parental or carer views;
- safeguarding and pastoral information;
- SEND, disability, communication or medical needs;
- whether existing reasonable adjustments are effective; and
- whether additional intervention or specialist support is required.

The review may lead to a behaviour-support plan, report card, mentoring, restorative intervention, SEND review, pastoral support, external-agency involvement or another lawful and proportionate response.

Repeated Impact placements will not create an automatic route to suspension or permanent exclusion. Any decision to suspend or permanently exclude may only be made separately by the Headteacher, based on the individual circumstances and the applicable statutory guidance. Repeated classroom removal can also indicate that a pupil may require additional support or assessment.

"It is important that staff across a school respond in a consistent, fair, and proportionate manner."

— Department for Education, Behaviour in Schools: Advice for headteachers and school staff, February 2024, page 14.

Escalation Pathways for Cumulative and Persistent Disruptions

The following thresholds operate alongside the Behaviour Escalation Ladder and the Stay Above the Line system. They are intended to prevent repeated disruption, ensure that behaviour is followed up consistently and provide timely intervention where a pattern is emerging.

For the purposes of this system:

- C1 carries –1 point;
- C2 carries –2 points;
- C3 carries –3 points;
- C4 carries –4 points; and
- C5 carries –5 points.

Each incident will be recorded once at the highest applicable level. A consequence arising from an accumulation of points will not generate additional behaviour points unless a further incident occurs.

For example, two separate C1 incidents will remain recorded as two C1 incidents, totalling –2 points. They will trigger the C2-level lunchtime detention but will not also be recorded as a separate C2 incident.

The thresholds represent the Academy's standard response. Before confirming the response, an authorised member of staff will verify the entries and consider any relevant safety, safeguarding, SEND, disability, medical or other individual circumstances. Reasonable adjustments may be made to how a consequence is delivered without removing the expectation that the behaviour is addressed.

Threshold and trigger	What will happen
Two C1 incidents in one school day	The pupil will be informed that the accumulation of two C1 incidents has triggered a C2-level consequence. The pupil will normally remain in mainstream lessons and will serve a **20-minute lunchtime detention**. The two incidents will remain recorded as C1 incidents and will not be double-counted as an additional C2.
–3 points in one school day Examples include three C1 incidents or one C2 and one C1.	The pupil will normally remain in mainstream lessons. The Behaviour Team or On-Call Team will inform the pupil that they must attend a **same-day after-school detention from 3.00pm to 3.45pm**. The pupil's Form Tutor, Head of Year and Behaviour Team will be notified, and the parent or carer will be informed as soon as practicable.
–4 points in one school day Examples include four C1 incidents, two C2 incidents, or one C3 and one C1.	The pupil will be removed from mainstream lessons for the remainder of the school day and placed in Impact, where supervised and meaningful education will continue. The pupil will then serve an **extended detention from 3.00pm to 4.30pm**. The parent or carer will be informed on the same day. Before returning to mainstream lessons, the pupil will take part in a reintegration and reflection conversation. Restorative work involving another pupil or member of staff will take place only where appropriate and safely arranged.
–6 points accumulated during the Academy's defined school week	The **Stay Above the Line consequence** described in the preceding section will apply. The pupil will complete one full day in Impact and will remain in Impact for an extended detention until **5.30pm**. A senior or Behaviour Team member will verify the entries, confirm the arrangements and contact the pupil's parent or carer directly. The Academy's **Hive targeted behaviour intervention and tracking plan** will begin immediately.
–10 points accumulated during the Academy's defined school week	The pupil's behaviour will be classified as a serious and persistent pattern and will trigger an immediate SLT review. The pupil will complete **one additional full day in Impact and remain until 5.30pm**. The pupil's parent or carer will be required to attend a meeting to establish or review a formal behaviour-support and tracking plan. The Hive intervention will be reviewed and strengthened. Any further period away from mainstream lessons must be expressly authorised, time limited and regularly reviewed; the pupil will not be removed from their normal timetable indefinitely.

Immediate Escalation: No Warning Required

The Academy is not required to progress through C1 and C2 before responding to serious behaviour. Where behaviour is sufficiently serious, offensive, threatening, unsafe or safeguarding-related, the pupil may be placed immediately at the appropriate level.

This includes:

Behaviour	Normal starting point
Targeted rudeness, serious disrespect or verbal abuse	C3 or above, depending on the words used, impact and circumstances
Discriminatory, prejudicial or deliberately offensive language.	This will initially be treated as a C4**.** Where safeguarding concerns are identified, the incident will be referred to the DSL or a deputy. Each

Behaviour	Normal starting point
	incident will be reviewed on its individual circumstances and may be escalated to **C5** where the seriousness, impact or risk warrants this.
Physical aggression, credible threats or dangerous conduct	C5 and immediate application of the safeguarding procedures.
Refusal to hand over or stop using a mobile phone	Refusal to hand over or stop using a mobile phone will normally be treated as C4 – serious non-compliance and will result in the published C4 consequence.
Serious sexual harassment, harmful sexual behaviour or child-on-child abuse	C5 and immediate application of the safeguarding procedures

The pupil will still be told the reason for the decision and, once immediate safety has been secured, will be given an age-appropriate opportunity to provide their account.

"When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy."

— Department for Education, Behaviour in Schools, February 2024, page 15.

On-Call System: Proactive and Calm Support

The On-Call Team supports staff to restore calm, protect learning and ensure that the Behaviour Policy is implemented consistently. On-call support is not, by itself, a sanction.

The On-Call Team will:

- maintain a visible and proactive presence across the Academy;
- respond promptly where behaviour cannot be managed safely or effectively within the classroom;
- support staff to de-escalate incidents and restore a calm learning environment;
- escort pupils to Impact or another supervised location where formal removal is authorised;
- distinguish between a brief reset or regulation break and formal disciplinary removal;
- ensure formal removals are recorded accurately;
- support communication with parents or carers; and
- assist with reintegration, reflection and targeted intervention.

A brief supervised reset or a planned sensory or regulation break is not the same as formal classroom removal. Formal removal is a serious disciplinary sanction and must be used for a defined purpose and limited period. The pupil must remain supervised and continue to receive meaningful education. Parents or carers will be informed on the same day.

The Academy will monitor the frequency and pattern of removals. Where a pupil is repeatedly removed, the Behaviour Team, Head of Year, SENCO and safeguarding staff will consider whether the pupil requires additional assessment, reasonable adjustments, pastoral intervention or external support. DfE guidance expects schools to examine repeat patterns and consider alternative approaches, pastoral review or SENCO involvement.

Detentions and Non-Attendance

The Academy may impose lunchtime, same-day and after-school detentions as behaviour sanctions. Detentions will be applied consistently and fairly and will be clearly communicated to pupils. Parental consent is not required where the legal conditions for detention are met. The Academy's Behaviour Policy will make clear that detention, including detention outside normal school hours, may be used.

Before an after-school or extended detention takes place, staff will consider:

- whether the detention could place the pupil at increased risk;
- the pupil's age and individual circumstances;
- any SEND, disability or medical needs;
- any known caring responsibilities;
- religious requirements;
- medical or other significant appointments;
- safeguarding information; and
- whether suitable travel arrangements can reasonably be made.

Parents or carers will be informed of after-school and extended detentions as soon as practicable. Advance parental notice is not a legal requirement in every case, but a detention must not proceed where there is a reasonable concern that it would compromise the pupil's safety. During a lunchtime detention, pupils will be given reasonable time to eat, drink, use the toilet and access any required medication or medical support.

Detention Tariff

Sanction	Time	Normally used for	Managed by
Lunchtime detention	20 minutes	C2; two C1 incidents in one day; or appropriate unstructured-time incidents. 1st incident of in-class chewing gum, eating, or unauthorised drinking.	Behaviour Team, pastoral staff or authorised delegated staff
Standard after-school detention	3.00pm–3.45pm	C3; –3 points in one day; or a missed lunchtime detention without a valid reason. 2nd incident of in-class chewing gum, eating, or unauthorized drinking in a school week.	Behaviour Team or pastoral staff
Extended after-school detention	3.00pm–4.30pm	C4; –4 points in one day; or another serious incident where this is the authorised and proportionate response. 3rd incident of in-class chewing gum, eating, or unauthorised drinking in a school week.	Behaviour Team or SLT
Senior extended detention	3.00pm–5.30pm	The –6 and –10 weekly thresholds; a C5 incident where this consequence is individually authorised; a missed after-school detention without a valid reason; or a serious incident such as truancy or vaping where this is the determined response.	SLT or Behaviour Team

A full day in Impact is an **internal removal placement**, not a detention. Where the –6 or –10 threshold applies, the pupil will complete the full school day in Impact and then serve the separate senior extended detention until 5.30pm.

Failure to Attend a Detention

Non-attendance will be investigated before a further consequence is imposed. The Academy will establish whether:

- the pupil knew about the detention;
- the detention had been communicated correctly;
- suitable travel arrangements could be made;
- a medical appointment or caring responsibility prevented attendance;
- a safeguarding or family circumstance affected attendance; or
- SEND, disability or communication needs contributed to the non-attendance.

Where there is no valid reason:

- a missed lunchtime detention will normally result in a same-day after-school detention from **3.00pm to 3.45pm**;
- a missed after-school detention will normally result in a senior extended detention from **3.00pm to 5.30pm on the next school day**; and
- repeated refusal to attend sanctions will result in parent or carer contact, an SLT review and consideration of a proportionate higher-level response under this policy.

Repeated refusal will not automatically result in suspension. Any suspension must be considered separately and may be imposed only by the Headteacher or formally acting Headteacher in accordance with the statutory procedure. The 2026 exclusions guidance also requires schools to consider whether additional strategies are needed where significant sanctions are repeatedly failing to improve behaviour.

Our Behaviour Ethos: High Standards, Deep Care

At Aspire Academy, we uphold the highest expectations of behaviour because we care deeply about our students' success. Staff model and reinforce respectful conduct, firm boundaries, and positive relationships through routines, kindness and clear instruction.

We are united in our belief that:

- Every student can learn positive habits and meet expectations
- Teachers who **challenge low standards** show care and belief
- A scholarly culture is only possible with **mutual respect and safety**

Students are recognised and rewarded through:

- **Golden Culture Awards**
- **Achievement points, praise, certificates**
- **Postcard's home, assemblies, trips**

And when expectations are not met, every consequence is a chance to **reset, reflect and return** to success.

Report Cards & Behaviour Contracts

At Aspire Academy, we use a structured, tiered report card system to support students in improving behaviour when early warning signs are present. The aim is not punishment, but **re-engagement, pastoral support, and accountability**.

Purpose of Report Cards

- To monitor behaviour daily and promote reflection.
- To reinforce Aspire's core values: Be Ready, Be Respectful, Be Safe.
- To involve families in supporting positive behaviour change.
- To provide graduated intervention before sanctions escalate.

Purpose of the system

Aspire Academy uses behaviour thresholds and report cards to identify repeated disruption early, apply clear consequences and provide increasingly focused support. Report cards are monitoring and support interventions.

The system is intended to:

- protect teaching and learning;
- ensure that repeated behaviour is addressed predictably;
- help pupils understand how their behaviour is developing over time;
- provide clear and achievable targets;
- recognise and reward improvement;
- involve parents or carers at an early stage; and
- identify whether additional pastoral, safeguarding, SEND, medical or external support is required.

"use of a report card with personalised targets leading to personalised rewards"

Department for Education (DfE), *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement*, July 2026, p. 19, para. 34

Trigger	Nature of concern	Academy response	Linked monitoring and support
–6 behaviour points in one school week	An accumulation of classroom incidents recorded at C1–C5, demonstrating repeated disruption or failure to meet Academy expectations.	Once the records have been checked, the pupil will complete **one full school day in Impact**. The pupil will continue to receive supervised and meaningful education and will complete appropriate reflection and reintegration work. After the normal school day, the pupil will serve the separate **senior extended detention until 5.30pm**. The parent or carer will be contacted directly, and the Hive intervention and tracking process will begin.	**Cream Report**, normally for five school days and monitored daily by the Form Tutor. Targets will focus on the behaviours contributing to the –6 threshold. Progress will be recognised and reviewed at the end of the monitoring period.
–10 behaviour points in one school week	A serious cumulative pattern indicating that the –6 consequence and initial support have not prevented further disruption.	The pupil will be subject to an immediate Behaviour Team or senior-leader review. The pupil will normally complete **one additional full school day in Impact**, followed by the separate senior extended detention until **5.30pm**, once the sanction has been individually authorised and the relevant safety and reasonable-adjustment checks have been completed. A parent or carer meeting will be arranged as soon as practicable.	**Green Report**, normally for ten school days and monitored daily by the Head of Year. A formal review will consider the pattern of incidents, the pupil's views, existing support and whether additional intervention is required.
Two unstructured-time incidents in one school week	Repeated misconduct during corridors, line-up, break, lunchtime, transport connected with the Academy or other transitions.	The pupil will normally serve an **extended after-school detention from 3.00pm to 4.30pm**. This is a 90-minute detention. The pupil may also be placed on supervised lunchtime arrangements for up to three lunchtimes. The pupil will still receive reasonable time to obtain and eat their meal, drink, use the toilet, access medication and receive appropriate welfare support.	These incidents will be tracked separately by the Behaviour Team. Repetition may trigger a Head of Year review and, where a wider pattern is identified, Green Report or another appropriate intervention.

Trigger	Nature of concern	Academy response	Linked monitoring and support
Insufficient improvement following two completed Green Report periods	The pupil has received intensified monitoring and support but has not demonstrated sufficient or sustained progress against the agreed targets.	An SLT-led review will take place before further escalation. The review will consider behaviour, attendance, safeguarding, SEND, disability, medical needs, reasonable adjustments, pastoral circumstances, pupil and parent views, and the effectiveness of previous interventions.	**Blue Report**, normally for ten school days and monitored by the SLT Link for the pupil's year group. The report will contain personalised targets, daily feedback and planned positive recognition.
A serious one-off incident	Serious, dangerous, abusive, discriminatory or safeguarding-related conduct which requires an immediate response rather than cumulative escalation.	The incident will be referred immediately to the Behaviour Team or SLT. The DSL or a deputy will be notified where safeguarding may be engaged. A C4 or C5 consequence, Impact placement, targeted intervention or consideration of suspension may be appropriate, depending on the individual circumstances.	A **Blue Report may be introduced** where ongoing SLT monitoring is appropriate. Where the Headteacher decides to suspend the pupil, the Orange reintegration arrangements below will apply when the pupil returns.
Return following suspension	The pupil is returning to full-time education following a formal suspension or cancelled exclusion.	A reintegration strategy will be communicated at a meeting before or at the beginning of the pupil's return. The pupil will be welcomed back, the effect of the behaviour will be addressed, expectations will be retaught, support will be agreed and any curriculum gaps will be identified.	**Orange Report**, normally for ten school days and monitored by the Deputy Headteacher. It will contain personalised targets, daily pastoral contact, regular recognition of progress and planned review with the pupil and parent or carer.
Insufficient improvement during or following Orange Report	Behaviour concerns remain significant despite the reintegration strategy and targeted monitoring.	A multi-disciplinary review will take place. The review may result in revised support, further SEND or safeguarding assessment, specialist intervention, a risk-management plan or a formal Behaviour Support Agreement.	**Red Report**, normally for ten school days and overseen by the Headteacher or nominated senior leader. Progress and support will be reviewed frequently, with direct parent or carer involvement.

Report Card

A report card is a monitoring and support intervention intended to help a pupil understand expectations, recognise progress and improve their behaviour.

Where a pupil does not demonstrate sufficient or sustained improvement during the agreed report-card period, the pupil will not automatically receive a particular sanction. An authorised pastoral or senior leader will arrange an individual review involving the pupil, their parent or carer and relevant members of staff.

The review will consider:

- the incidents and patterns that led to the report card;
- the pupil's progress against each agreed target;
- the pupil's views and any barriers they identify;
- attendance, punctuality and engagement with learning;
- safeguarding, pastoral, family or medical circumstances;
- SEND, disability and communication needs;
- whether agreed provision and reasonable adjustments have been implemented and remain effective;
- the support and interventions already provided; and
- the effect of the behaviour on the education, safety and welfare of the pupil and others.

Following the review, the Academy will agree and record the next steps. These may include:

- revised or more focused report-card targets;
- an individual behaviour-support plan;
- mentoring, restorative work or targeted pastoral intervention;
- SENCO involvement or consideration of further SEND assessment;
- referral to appropriate internal or external support;
- a time-limited period of additional monitoring;
- a reviewed reintegration or risk-management plan; or
- another lawful and proportionate intervention or sanction.

The pupil and their parent or carer will be informed of the outcome, the support to be provided, the expectations for improvement, the review period and the possible next steps if concerns continue.

Expectations While on Report

- Report durations are indicative and may be shortened, extended or reviewed depending on the pupil's progress, individual circumstances and the level of support required.
- Staff complete comments after each lesson.
- Students **must carry their report at all times**.
- Hand in at the **start of every lesson.**
- Reports must be **signed daily by parents/carers**.
- A member of staff reviews progress **at the end of each day**.

Report Card Levels & Monitoring

Level	Colour	Monitored By	Typical Entry
1	Cream	Form Tutor	First -6 week / low-level disruption
2	Green	Head of Year	-10 points / repeated Cream failure
3	Blue	SLT Link	2 failed reports or serious behaviour
4	Orange	Deputy Head	Return from exclusion / repeated SLT removal

5	Red	Headteacher	Highest-level internal monitoring and support; any decision concerning permanent exclusion is separate and must meet the statutory test

Behaviour report cards form part of the Academy's wider pastoral and behavioural support offer and are used alongside appropriate intervention, parental engagement and targeted support.

Behaviour Thresholds and Linked Report Levels

Trigger or stage	Nature of concern	Immediate Academy response	Linked report level and oversight	Duration and daily arrangements	Review and possible next steps
–6 behaviour points in one school week	An accumulation of classroom incidents recorded at C1–C5, demonstrating repeated disruption or repeated failure to meet Academy expectations.	Once the behaviour records have been verified, the pupil will complete **one full school day in Impact**, where supervised and meaningful education will continue. The pupil will complete appropriate reflection and reintegration work and will then serve the separate **senior extended detention until 5.30pm**. The parent or carer will be contacted directly, and the Hive intervention and tracking process will begin.	**Cream Report**, monitored by the **Form Tutor**.	Normally **five school days**. The Form Tutor will check the report at the beginning and end of each day, recognise positive progress and identify concerns promptly. Targets will focus on the behaviours that contributed to the –6 threshold.	At the end of the period, the pupil may complete Cream Report successfully, continue for a short defined period where progress is evident but not yet secure, receive revised support or reasonable adjustments, or progress to Green Report where concerns remain significant.
–10 behaviour points in one school week	A serious cumulative pattern indicating that the –6 consequence	The pupil will receive an immediate Behaviour Team or senior-leader review. The pupil	**Green Report**, monitored by the **Head of Year**.	Normally **ten school days**. The Head of Year will meet the pupil at least once each day, review	The review will consider the overall pattern, progress against targets, positive changes, pupil and parent

Trigger or stage	Nature of concern	Immediate Academy response	Linked report level and oversight	Duration and daily arrangements	Review and possible next steps
	and initial support have not prevented further disruption.	will normally complete **one additional full school day in Impact**, followed by the separate senior extended detention until **5.30pm**, once individually authorised and subject to safety and reasonable-adjustment checks. A parent or carer meeting will be arranged as soon as practicable.		targets, communicate regularly with parents or carers and coordinate support with teaching, pastoral, SEND and Behaviour Team staff.	views, whether support and reasonable adjustments were delivered, and whether further intervention is required. A pupil will not remain in Impact indefinitely while awaiting a parental meeting, and return to lessons will not depend solely on parental attendance.
Two unstructured-time incidents in one school week	Repeated misconduct during line-up, corridors, transitions, break, lunchtime, Academy transport, educational visits or other Academy-supervised activities.	The pupil will normally serve an **extended after-school detention from 3.00pm to 4.30pm**. The pupil may also be placed on supervised lunchtime arrangements for up to three lunchtimes. Food, drink, toilet access, medication and reasonable welfare support will continue to be provided.	Tracked separately by the **Behaviour Team**. A report-card level is not automatic.	The incidents will be monitored across the week and reviewed for seriousness, impact and any wider pattern.	Repetition may trigger a Head of Year review and, where the incidents form part of a broader pattern of misconduct, Green Report or another appropriate intervention. Where incidents involve bullying, discrimination or safeguarding concerns, the relevant safeguarding procedures will also apply.
Insufficient improvement following one Green Report period	Behaviour remains a concern, but there may be some progress or evidence	The Head of Year will complete a formal review before deciding the next step. One poor lesson	The pupil may complete Green Report, continue on a revised Green Report or	Any extension will be for a stated and limited period, with revised targets and a	The review may result in revised targets, mentoring, pastoral intervention, SENCO involvement, additional reasonable

Trigger or stage	Nature of concern	Immediate Academy response	Linked report level and oversight	Duration and daily arrangements	Review and possible next steps
	that targets, support or reasonable adjustments require revision.	entry will not, by itself, amount to failure.	receive additional targeted support.	new review date.	adjustments or progression to a second Green Report period.
Insufficient improvement following two completed Green Report periods	The pupil has received intensified monitoring and support but has not demonstrated sufficient or sustained progress against the agreed targets.	An **SLT-led review** will take place before further escalation. The review will consider behaviour, attendance, safeguarding, SEND, disability, medical needs, reasonable adjustments, pastoral circumstances, pupil and parent views and the effectiveness of previous interventions.	**Blue Report**, monitored by the **SLT Link for the pupil's year group**.	Normally **ten school days**. The SLT Link will meet the pupil daily, monitor behaviour, attendance and engagement, maintain communication with parents or carers and coordinate with the SENCO and DSL where appropriate.	At review, the pupil may complete Blue Report successfully, receive revised support, continue for a short defined period or move to another individually determined intervention. There is no automatic progression to suspension or permanent exclusion.
Serious one-off incident	Serious, dangerous, abusive, discriminatory, threatening or safeguarding-related conduct requiring an immediate response rather than cumulative escalation.	The pupil will be referred immediately to the Behaviour Team or SLT. The DSL or a deputy will be informed where safeguarding may be engaged. Depending on the individual facts, the response may include a C4 or C5 consequence, Impact, targeted intervention or consideration of	**Blue Report may be introduced** where direct SLT monitoring is appropriate. It is not automatic.	Where Blue Report is authorised, it will normally run for **ten school days** with personalised targets and daily senior-leader review.	The incident will be investigated individually. Safeguarding action, risk assessment, support and any exclusion decision will be considered separately. A serious incident does not automatically determine a report level or sanction.

Trigger or stage	Nature of concern	Immediate Academy response	Linked report level and oversight	Duration and daily arrangements	Review and possible next steps
		suspension by the Headteacher.			
Return following suspension	The pupil is returning to full-time education following a formal suspension or a cancelled exclusion.	A reintegration strategy will be agreed before or at the start of the pupil's return. Expectations will be retaught, the pupil will be offered a fresh start, curriculum gaps will be identified and appropriate support will be put in place.	**Orange Report**, monitored by the **Deputy Headteacher**.	Normally **ten school days**. The report will include personalised targets, daily pastoral contact, positive recognition, planned reviews and a named trusted adult.	The pupil may complete Orange Report successfully, continue for a short defined period, receive revised support or progress to a multi-disciplinary review where concerns remain. The pupil's return will not be delayed solely because a parent or carer cannot attend a reintegration meeting.
Insufficient improvement during or following Orange Report	Significant behaviour concerns remain despite the reintegration strategy, personalised targets and targeted support.	A multi-disciplinary review will consider behaviour, attendance, safeguarding, SEND, disability, communication needs, medical information, reasonable adjustments, pastoral factors and the effectiveness of previous interventions.	**Red Report**, overseen by the **Headteacher or nominated senior leader**.	Normally **ten school days**, with frequent review, daily monitoring and direct parental or carer involvement.	A written Behaviour Support Agreement may be introduced. Additional outcomes may include mentoring, specialist assessment, pastoral or therapeutic intervention, a SEND review, an Education, Health and Care plan review, a risk assessment, a Positive Handling Plan or external-agency support.
Red Report and Behaviour Support Agreement	The Academy's highest level of internal monitoring, used where serious or persistent concerns remain following	A written Behaviour Support Agreement will normally set out the behaviours of concern, clear expectations, personalised targets, support,	**Red Report**, overseen by the **Headteacher or nominated senior leader**.	The report and agreement will have a clear start date, end date and regular review points. The pupil will receive daily feedback and positive	The agreement is a support and monitoring document, not a legal contract. Refusal by a pupil or parent to sign it will not itself result in suspension or permanent exclusion. The Academy will

Trigger or stage	Nature of concern	Immediate Academy response	Linked report level and oversight	Duration and daily arrangements	Review and possible next steps
	substantial intervention.	reasonable adjustments, rewards, named staff, review dates and possible next steps.		recognition where targets are met.	record that the plan was offered and will continue to seek constructive engagement.
Insufficient improvement following Blue, Orange or Red Report	Persistent concerns continue despite increasingly intensive monitoring, support and intervention.	An individual multi-disciplinary review will take place. It will consider the pupil's and parent's views; behaviour, attendance and punctuality; SEND, disability and communication needs; medical and mental-health information; safeguarding and pastoral circumstances; reasonable adjustments; the effect on others; and the effectiveness of previous support.	No report level or sanction follows automatically.	Any further intervention will be individually planned, authorised, time limited and reviewed.	Possible outcomes include revised report targets, mentoring, a Behaviour Support Plan, SEND assessment or review, an Education, Health and Care plan review, risk assessment, Positive Handling Plan, therapeutic or pastoral support, external-agency involvement, planned Impact support, off-site direction or a managed move where the legal requirements are met. The Headteacher may separately consider whether suspension or permanent exclusion is warranted on the individual facts.

Requirements Applying to Every Threshold and Report Level

Area	Academy requirement
Definition of a school week	For threshold-counting purposes, a school week means **Monday to Friday during term time**. Points reset for threshold purposes at the start of the next school week, but the underlying incidents remain on the pupil's record and may be considered when identifying longer-term patterns.
Accurate recording	Each incident will be recorded once at the highest applicable level. A threshold consequence will not create additional behaviour points unless a further incident takes place.

Area	Academy requirement
Verification	Before a –6 or –10 consequence is confirmed, an authorised leader will check that incidents are accurate and will remove duplicated, withdrawn or incorrectly entered records.
Pupil account	The pupil will be given an age-appropriate opportunity to provide their account before a serious consequence or escalation is confirmed, unless immediate action is required to protect safety or restore calm.
Individual circumstances	Staff will consider age, understanding, SEND, disability, communication and medical needs, safeguarding information, pastoral circumstances, religious requirements, caring responsibilities and any reasonable adjustments required.
Report targets	Each report will normally contain no more than three or four personalised, observable and achievable targets. Targets will describe the conduct expected rather than use vague labels.
Positive recognition	Reports will record and recognise successful lessons, improvement, effort and sustained progress. Report cards are support and monitoring interventions and not solely records of failure.
Report duration	Every report will have a clear start date, anticipated end date, named monitoring member of staff and formal review point. Reports will not continue indefinitely.
Parent or carer involvement	Parents or carers will be informed when a report begins, invited to share relevant information and told the review outcome. A pupil's return to lessons will not be made conditional solely on parental attendance at a meeting.
SEND and reasonable adjustments	Staff will check whether agreed provision and reasonable adjustments were implemented and remain effective. Adjustments may be made to targets, communication, monitoring, timing, location or support arrangements.
Safeguarding	Where behaviour may indicate abuse, neglect, exploitation, child-on-child abuse, harmful sexual behaviour, mental-health risk or another safeguarding concern, staff will notify the DSL or a deputy and follow the safeguarding procedures immediately.
No automatic exclusion route	No points total, report-card colour, report outcome, Impact placement or Behaviour Support Agreement automatically results in suspension or permanent exclusion. Only the Headteacher, or a person formally acting as Headteacher, may make an exclusion decision on the individual facts of the case.
Monitoring and evaluation	Leaders will analyse threshold and report-card data to identify patterns, evaluate effectiveness, identify additional support needs and consider whether any group is disproportionately affected.

Report-Level Summary

Report level	Usual trigger	Monitoring lead	Normal duration	Primary purpose
Cream Report	–6 points in one school week	Form Tutor	5 school days	Initial formal monitoring following cumulative disruption
Green Report	–10 points in one school week or significant concerns following Cream Report	Head of Year	10 school days	Intensified monitoring and targeted pastoral intervention

Report level	Usual trigger	Monitoring lead	Normal duration	Primary purpose
Blue Report	Insufficient improvement following two Green Report periods or an individually reviewed serious incident	SLT Link for the year group	10 school days	Direct senior-leader oversight and coordinated support
Orange Report	Return following suspension	Deputy Headteacher	10 school days	Reintegration, fresh start and prevention of recurrence
Red Report	Insufficient improvement during or following Orange Report or another substantial intervention	Headteacher or nominated senior leader	10 school days	Highest internal monitoring level and formal Behaviour Support Agreement

Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024; Department for Education, *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement*, July 2026; and Department for Education, *Keeping Children Safe in Education 2026*, September 2026.

Impact Provision: Reset, Refocus and Re-engage

Purpose and principles

Aspire Academy is committed to providing a calm, safe, supportive and purposeful environment in which every pupil can learn and succeed.

Our expectations are:

Be Ready. Be Respectful. Be Safe.

The **Impact provision** is the Academy's designated supervised provision for pupils who have been removed from mainstream lessons for serious disciplinary reasons or who are completing an agreed, time-limited behaviour-support intervention.

Impact is intended to:

- protect the safety and education of pupils and staff;
- restore calm following serious or persistent disruption;
- enable education to continue in a supervised environment;
- provide a clear and proportionate consequence;
- help a pupil understand the effect of their behaviour;
- identify any unmet need or additional support that may be required;
- support the repair of relationships where appropriate; and
- prepare the pupil to return successfully to mainstream lessons.

Impact combines **accountability, continued education, reflection and support**. It will not be used to humiliate, frighten, degrade or merely contain pupils.

"Removal from the classroom should be considered a serious sanction."

— Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, page 22.

Status and Purpose of the Impact Provision

"Impact" is the Academy's local name for its supervised on-site provision. Impact may be used for two distinct purposes: as a formal classroom-removal sanction, or as a planned, time-limited support, reset and reintegration intervention. The purpose of each placement will be clear and recorded appropriately.

The formal terminology used in Department for Education guidance for disciplinary removal from lessons is **removal from the classroom**.

A disciplinary Impact placement:

- takes place on the Academy site;
- is ordinarily a classroom-removal sanction;
- provides a structured opportunity for the pupil to **reset, regain calm, reflect and prepare for successful reintegration**;
- is not a suspension or permanent exclusion;

- does not remove the pupil from the Academy roll;
- ensures that the pupil's education continues in a supervised and suitable learning environment;
- is used for no longer than is necessary and proportionate;
- includes a clear process for reintegration into mainstream lessons; and
- is recorded separately from any detention that may also be imposed.

Removal may be used to maintain safety and restore stability following serious disruption, to enable education to continue in a managed environment, and to allow a pupil to regain calm in a safe space.

Only the Headteacher, or a person formally acting as Headteacher, may suspend or permanently exclude a pupil. A pupil will not be sent home, prevented from attending the Academy or required to remain at home for disciplinary reasons unless the formal statutory suspension or permanent exclusion procedure is followed.

Reference basis: Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024; Department for Education, *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement*, July 2026.

Important Distinctions

The Academy will distinguish clearly between the following arrangements and record them according to their purpose.

Step Out

Step Out is a proactive regulation strategy designed principally to support pupils with SEND or identified additional needs. It allows a pupil a brief, managed opportunity to leave the immediate classroom environment, self-regulate and return to learning before behaviour escalates. Where Step Out forms part of an agreed reasonable adjustment or support plan, appropriate use of it will not in itself result in a behaviour sanction.

Planned regulation, sensory or nurture break

A pupil may temporarily leave a lesson as part of an agreed regulation, sensory, medical, communication or nurture strategy. This is a **support arrangement and not a disciplinary sanction**. A pupil will not receive a behaviour sanction merely for appropriately using an agreed reasonable adjustment.

Formal classroom removal

Formal classroom removal occurs where, for disciplinary reasons, a pupil is required to spend a limited period away from their normal classroom at the direction of an authorised member of staff. The pupil will continue to receive supervised and meaningful education. Removal also provides an opportunity to regain calm, reflect, reset and prepare for successful reintegration.

Planned Impact support placement

A planned Impact support placement is a **structured, time-limited behavioural, pastoral or reintegration intervention rather than a disciplinary sanction**. It may take place instead of some or all mainstream lessons and will have clearly identified reasons and objectives, appropriate

educational provision, planned support, review arrangements and a clear reintegration pathway. Where appropriate, parents and relevant pastoral, SEND or safeguarding staff will be involved.

Detention
A detention is a separate disciplinary sanction during which a pupil remains under staff supervision during a social time or after the ordinary end of the school day. Where a detention follows a period in Impact, the two will be recorded separately.

Restrictive intervention
A restrictive intervention is an action used to prevent, restrict or subdue the movement of a pupil's body, or part of their body. Restrictive intervention is an umbrella term covering both physical and non-physical actions used to restrain pupils.

Restraint
Restraint is a **non-disciplinary intervention** that immobilises a pupil or limits their movement. It may occur with or without direct physical contact.

Seclusion
Seclusion is a **non-disciplinary safety intervention** in which a pupil is kept in a place away from others and prevented from leaving through physical obstruction, blocking or being made to believe that they will be punished if they attempt to leave. Seclusion must not be used as a disciplinary response to deliberate or wilful misbehaviour and must be recorded and reported in accordance with statutory requirements.

Impact classroom removal and seclusion are not the same. A pupil being directed to work in Impact as a disciplinary classroom-removal sanction remains subject to the Academy's behaviour system. Seclusion is a separate, non-disciplinary restrictive intervention used only as a safety measure in the circumstances permitted by Department for Education guidance.

Reference basis: Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024; Department for Education, *Restrictive Interventions, Including the Use of Reasonable Force, in Schools*, effective from 1 April 2026; and the The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348).

When classroom removal may be used

Classroom removal may be used only where it is necessary, reasonable and proportionate.

It may be used:

- to maintain the safety of pupils and staff;
- to restore stability following an unreasonably high level of disruption;
- to enable a pupil whose behaviour is seriously disrupting learning to continue their education in a managed environment;
- to allow a pupil to regain calm in a safe and supervised space;
- following a serious breach of this Behaviour Policy;
- following repeated disruption after appropriate classroom strategies have been attempted;
- following a published cumulative behaviour threshold;
- where a pupil leaves a lesson or supervised area without permission and an Impact placement is an individually assessed, proportionate response;

- following serious truancy, where Impact is an authorised consequence; or
- as a planned intervention intended to reduce repeated disruption and prevent escalation towards suspension.

Classroom strategies will normally be used before formal removal. These may include clear correction, redirection, take-up time, seating changes, de-escalation and reasonable adjustments.

Immediate removal may take place without earlier stages where the behaviour is so serious, dangerous, abusive or disruptive that waiting would compromise safety or the education of others.

When Impact will not be used
Impact will not be used:

- merely for staff convenience;
- because appropriate staffing or support is unavailable;
- as an indefinite placement;
- as an informal part-time timetable;
- as a substitute for suspension;
- as a substitute for safeguarding action;
- because a pupil has SEND or a disability;
- because a pupil displays symptoms of illness or a medical condition;
- because a pupil appropriately uses an agreed sensory, regulation or medical strategy;
- to place pressure on a parent to remove their child from the Academy;
- as an alternative to meeting the Academy's legal SEND duties; or
- as a means of separating pupils for safeguarding purposes without applying the appropriate safeguarding process.

Where a pupil is prevented from attending the Academy for disciplinary reasons, the formal suspension procedure will be followed. Impact must not be used to disguise an unlawful or informal exclusion.

Authorisation

A classroom teacher may request Behaviour Team or On-Call assistance where behaviour cannot be managed safely or effectively within the lesson.

The following local authorisation arrangements apply:

- a brief step-out may be directed by the class teacher;
- removal for the remainder of a lesson may be authorised by the Behaviour Team, On-Call staff or a senior leader;
- removal for the remainder of the school day may be authorised by the Assistant Headteacher, Deputy Headteacher or Headteacher;
- a full-day Impact placement may be authorised by the Assistant Headteacher, Deputy Headteacher or Headteacher; and
- any Impact placement extending beyond one school day requires the explicit recorded agreement of the Headteacher or a person formally acting as Headteacher.

No placement may be open-ended.

The Headteacher will retain overall strategic oversight of:

- the circumstances in which removal may be used;
- the staff authorised to impose or supervise it;
- the location and resources;
- the principles governing duration;
- the quality of education;
- welfare arrangements;
- reintegration procedures; and
- monitoring and evaluation.

Individual decision-making

Before confirming an Impact placement, or as soon as practicable following an immediate safety-related removal, the authorised member of staff will:

1. establish the nature, seriousness and effect of the behaviour;
2. check the accuracy of the recorded incident;
3. give the pupil an age-appropriate opportunity to provide their account;
4. consider any relevant witness or staff accounts;
5. consider whether the incident may involve a safeguarding concern;
6. review relevant SEND, disability, communication, medical and pastoral information;
7. check whether agreed provision and reasonable adjustments were in place;
8. consider the pupil's age, understanding and individual circumstances;
9. assess whether removal is necessary and proportionate;
10. determine the duration, educational work and welfare arrangements; and
11. record the decision and the reasons for it.

Where immediate removal is necessary to protect safety or restore calm, the pupil may be removed before a full investigation has been completed. The pupil's account will nevertheless be obtained and considered as soon as reasonably practicable.

Consistency does not always mean that every pupil receives an identical response. It means that the same expectations and decision-making principles are applied fairly, with reasonable adjustments or other changes made where required.

Duration and review

Every formal Impact placement will have:

- a clearly stated reason;
- a recorded start date and time;
- an anticipated end date and time;
- an identified authorising member of staff;
- educational work;
- welfare arrangements;
- reasonable adjustments where required; and
- a plan for reintegration.

A placement may consist of:

- the remainder of a lesson;
- the remainder of the school day;
- one full school day; or
- a longer planned intervention explicitly authorised by the Headteacher.

Removal will last no longer than necessary to achieve its legitimate purpose.

Where an Impact placement lasts for more than one school day:

- the Headteacher's approval will be recorded;
- the placement will have a specified end date;
- the pupil's education, welfare and behaviour will be reviewed daily;
- the parent or carer will be informed of its duration and review arrangements;
- the SENCO and Designated Safeguarding Lead will be consulted where relevant;
- appropriate pastoral support will be provided;
- progress towards reintegration will be reviewed; and
- the placement will end or be changed if it is no longer necessary, effective or proportionate.

Misbehaviour within Impact will be recorded and considered as a separate incident. It may result in a further sanction or revised placement, but an additional full day will not be imposed without a new, recorded decision.

Stay Above the Line: the –6 weekly threshold

The Academy's Stay Above the Line system is intended to stop repeated classroom disruption and ensure that cumulative behaviour is addressed clearly and consistently. Once the records have been verified, a pupil who reaches –6 behaviour points during the Academy's defined school week will:

- be removed from their normal lessons for one full school day;
- complete the school day in Impact;
- continue with supervised and meaningful education;
- complete reflection and reintegration work;
- remain in Impact after the normal school day; and
- serve a separate senior extended detention until **5.30pm**.

The pupil's parent or carer will be contacted directly, and the Academy's Hive intervention and tracking process will begin.

Before confirming the arrangements, an authorised pastoral or senior leader will:

- verify that the behaviour points are accurate;
- remove any duplicated, withdrawn or incorrectly entered records;
- review any relevant safeguarding, SEND, disability, medical or pastoral information;
- consider reasonable adjustments;
- ensure that the pupil can access appropriate food, drink, medication and welfare support; and
- confirm that the detention until 5.30pm can take place safely.

Once the records have been verified, the published consequence will normally apply. An adjustment may be made to its timing, location, supervision, work, breaks or support arrangements where required by safety, safeguarding, disability, medical need or another lawful consideration.

For clarity:

- the period during the ordinary school day is a classroom-removal sanction;
- the period after the ordinary school day is a detention;
- both elements will be recorded separately; and
- an extended detention until 5.30pm is not an automatic feature of every Impact placement.

The Impact environment

The Impact Room will be:

- situated in an appropriate part of the Academy;
- safe and suitable for learning;
- adequately lit, heated and ventilated;
- appropriately furnished;
- stocked with suitable curriculum and reflection resources;
- calm and orderly;
- supervised whenever pupils are present; and
- staffed by adults with the appropriate skills and training.

Pupils will be treated with dignity and respect. Staff will use calm, clear and non-humiliating language.

Impact will not involve:

- public shaming;
- degrading or intimidating treatment;
- deliberately uncomfortable conditions;
- physical punishment;
- punishment exercises;
- withdrawal of essential welfare provision; or
- locking a pupil in a room.

Staff supervising Impact will be trained in:

- this Behaviour Policy;
- safeguarding;
- de-escalation;
- SEND and reasonable adjustments;
- responding to distress and dysregulation;
- medical and welfare procedures;
- reintegration; and
- the distinction between classroom removal and restrictive intervention.

Education and curriculum entitlement

A pupil in Impact will continue to receive supervised and meaningful education.

Work may be provided through:

- subject teachers;
- curriculum and PREP booklets;
- Google Classroom or another approved learning platform;
- reading, literacy and numeracy materials;
- examination preparation;
- curriculum intervention materials;
- behaviour-curriculum activities; and
- structured reflection work.

Staff will ensure that:

- work is aligned as closely as practicable with the pupil's normal curriculum;
- work is accessible and suitably challenging;
- SEND provision and reasonable adjustments continue;
- pupils have the necessary books, equipment and resources;
- pupils can request academic help;
- completed work is collected and returned to relevant teachers;
- appropriate feedback is provided; and
- the pupil does not routinely receive repetitive or low-value tasks merely to occupy time.

For a short removal, the work may differ from the content being taught in the mainstream lesson, but it must remain educationally meaningful.

Where Impact is being used as a longer planned support intervention, the pupil will receive a broad and balanced curriculum aligned, so far as reasonably practicable, with mainstream learning.

Expectations while in Impact

A pupil placed in Impact will be expected to:

- arrive promptly;
- follow reasonable staff instructions;
- sit in their allocated workspace;
- complete assigned work to an appropriate standard;
- behave respectfully towards staff and other pupils;
- avoid disrupting the work or reflection of others;
- follow supervised movement, break and lunchtime arrangements;
- participate in reflection and reintegration work; and
- hand over mobile phones and smart devices in accordance with the Academy's Mobile Phone and Confiscation procedures.

Quiet, independent work is the normal expectation.

Silence may be required for defined periods where it is necessary to support calm, concentration and learning. A requirement to work silently will never prevent a pupil from:

- requesting academic help;
- reporting a safeguarding or welfare concern;
- asking for water, toilet access or medical assistance;

- communicating an SEND, sensory or disability-related need;
- using an agreed communication aid;
- participating in a directed conversation with staff; or
- seeking help in an emergency.

Failure to follow an Impact expectation will be addressed calmly. Any further sanction will be separately determined and proportionate. It will not automatically result in an additional full day in Impact.

Food, drink, toilets, movement and medical care

Pupils in Impact will have reasonable access to:

- drinking water;
- their usual meal or another appropriate meal;
- toilets;
- prescribed medication;
- first aid and medical assistance;
- sanitary products;
- supervised movement;
- reasonable rest or regulation breaks;
- religious observance where required; and
- pastoral or safeguarding support.

Break and lunchtime may take place at a different time or in a different supervised location from other pupils where this is necessary to maintain safety, calm or the purpose of the placement.

A pupil's access to ordinary social-time activities may be restricted where this is a stated and proportionate part of the consequence. However, the Academy will not withhold:

- food;
- drinking water;
- toilet access;
- medication;
- necessary medical care; or
- reasonable welfare breaks.

Any detention beyond the ordinary school day will be considered and recorded separately.

Detention following Impact

An after-school or extended detention is a separate sanction from a school-day Impact placement. Before authorising an extended detention, staff will consider:

- the pupil's age;
- safeguarding information;
- SEND or disability;
- medical needs or appointments;
- known caring responsibilities;
- religious requirements;

- travel arrangements;
- whether the pupil would be placed at increased risk; and
- any other relevant individual circumstance.

Parental consent is not required where the legal conditions for detention are met. Parents or carers will nevertheless be informed as soon as practicable of an extended detention.

A detention will not proceed where there is a reasonable concern that it would compromise the pupil's safety.

The Academy will record separately:

- the reason for the detention;
- the authorising member of staff;
- the start and finish time;
- relevant safety considerations;
- reasonable adjustments; and
- parent or carer communication.

SEND, disability, communication and medical needs

The Academy maintains high expectations for all pupils while recognising that some pupils require additional teaching, provision or reasonable adjustments to meet those expectations.

Before and during an Impact placement, staff will consider:

- whether SEND, disability, communication needs or a medical condition contributed to the incident;
- whether the pupil understood the instruction or expectation;
- whether agreed provision and reasonable adjustments were implemented;
- whether the Impact environment is physically and sensorily suitable;
- whether the pupil requires specialist equipment or communication support;
- whether the placement places the pupil at a substantial disadvantage;
- whether additional or different adjustments are required; and
- whether SENCO or professional involvement is needed.

Reasonable adjustments may include:

- adapted work;
- simplified, visual or written instructions;
- communication support;
- sensory or movement breaks;
- an alternative workstation;
- reduced sensory stimulation;
- access to a trusted adult;
- specialist equipment;
- adjusted seating;
- alternative reflection materials;
- an adapted reintegration process; or
- changes to the timing, location or delivery of the sanction.

A pupil will not automatically be exempt from a consequence because they have SEND or a disability. The Academy will, however, consider whether the pupil's needs contributed to the behaviour and whether the proposed response is lawful, effective and appropriately adjusted.

Where a pupil is repeatedly removed, the SENCO will consider whether:

- existing provision is being delivered and remains suitable;
- the graduated approach should be reviewed;
- further assessment is required;
- specialist advice should be sought;
- a Behaviour Support Plan or risk assessment is needed; or
- an early review of an Education, Health and Care plan should be requested.

Safeguarding and additional vulnerability

Staff will remain alert to the possibility that behaviour may indicate or be associated with:

- abuse, neglect or exploitation;
- bullying or child-on-child abuse;
- harmful sexual behaviour;
- mental-health difficulties;
- criminal or sexual exploitation;
- trauma, loss or bereavement;
- difficulties at home;
- substance misuse;
- caring responsibilities;
- unmet communication or medical needs; or
- another safeguarding concern.

Where a safeguarding concern arises, staff must follow the Child Protection and Safeguarding Policy and notify the Designated Safeguarding Lead or a deputy immediately.

A behaviour sanction will not replace or delay:

- a safeguarding referral;
- protective action;
- risk assessment;
- evidence preservation;
- support for affected pupils; or
- liaison with children's social care or the police.

Where a pupil has a social worker, including where they have a Child in Need plan, Child Protection plan or are looked after, the social worker will be notified of a formal classroom removal.

Where a pupil is looked after:

- the social worker will be notified;
- the Virtual School Head will be notified; and
- the pupil's Personal Education Plan will be reviewed and amended where appropriate.

Repeated removal will be treated as a possible indication that additional support is required. KCSIE 2026 identifies children who have been repeatedly removed from classrooms, experienced multiple suspensions or are at risk of permanent exclusion as pupils who may benefit from support before statutory intervention.

Communication with parents and carers

Parents or carers will be informed on the same day when their child has been formally removed from the classroom.

Communication will normally include:

- the reason for removal;
- the behaviour-policy provision applied;
- the date and start time;
- the intended duration;
- whether a separate detention applies;
- any immediate welfare or support arrangements;
- the educational arrangements;
- the reintegration process; and
- an appropriate Academy contact.

Communication may take place through:

- Class Charts;
- telephone;
- email;
- text message; or
- another approved Academy system.

The Academy will retain a record of the communication and any unsuccessful attempts to make contact.

Parents and carers will be encouraged to share relevant information about:

- SEND, disability or medical needs;
- safeguarding or family circumstances;
- possible triggers;
- effective de-escalation strategies;
- reasonable adjustments; and
- reintegration support.

Parental agreement is not required before a lawful classroom-removal sanction is imposed. However, the Academy will work constructively with parents and carers to support improvement and reduce recurrence.

Reflection and restorative education

Impact is intended to help pupils understand and improve their behaviour, not simply to remove them from view. Where appropriate, a pupil will complete structured reflection that helps them consider:

- what happened;
- which expectation was not met;
- the effect of the behaviour on learning, safety or other people;
- any relevant trigger or barrier;
- what could have been done differently;
- what support may be required; and
- how the pupil will return successfully to lessons.

A pupil will not be required to make a false admission or accept an account that they dispute. Reflection work will distinguish between taking responsibility for established behaviour and being required to agree with every allegation.

Restorative conversations involving another pupil or member of staff will take place only where:

- they are safe;
- they are appropriate;
- safeguarding advice has been considered;
- the affected parties are properly supported; and
- the process will not prejudice an investigation.

A pupil will not be required to meet an alleged victim merely to complete a sanction.

Behaviour-curriculum interventions

Where appropriate, pupils may be required to complete age-appropriate educational interventions addressing issues such as:

- abusive or offensive language;
- racism and racial discrimination;
- religious discrimination;
- homophobia, biphobia or transphobic abuse;
- sexism, misogyny or misandry;
- sexual harassment;
- disability discrimination;
- bullying and cyberbullying;
- respectful relationships;
- consent and personal boundaries;
- online behaviour;
- conflict resolution;
- substance-related risks; and
- the effect of behaviour on others.

These interventions form part of the Academy's wider behaviour curriculum.

They will:

- be educational rather than humiliating;
- use appropriate and quality-assured materials;
- take account of the pupil's age and understanding;
- be adapted for SEND and communication needs;
- not replace safeguarding procedures;
- not require public disclosure of private information; and
- be followed by monitoring where appropriate.

Where a pupil has repeated Impact placements, the Academy may implement regular behaviour and support reviews, including three-weekly check-ins for one term where this forms part of the pupil's Hive or individual support plan.

Reintegration into mainstream lessons

Every Impact placement will include a clear route back to mainstream education.

Before or at the beginning of the pupil's return, an appropriate member of staff will:

- listen to the pupil's account and concerns;
- confirm the expectations for return;
- identify what the pupil will do differently;
- identify support or reasonable adjustments;
- consider whether any relationships need to be repaired;
- communicate relevant information to teaching staff;
- confirm any monitoring arrangements; and
- ensure the pupil understands who they can speak to if difficulties arise.

Reintegration may include:

- a reflection or reintegration conversation;
- a restorative conversation where safe and appropriate;
- a check-in with a trusted adult;
- revised seating or classroom arrangements;
- mentoring;
- a report card;
- a Behaviour Support Plan;
- a risk-management plan;
- SENCO or pastoral support;
- a phased return to particular lessons where this is time limited and educationally appropriate; or
- external-agency involvement.

The pupil will be welcomed back as a valued member of the Academy community. Previous behaviour will be addressed but will not be treated as a permanent barrier to success.

A pupil's return to mainstream lessons will not be delayed solely because a parent or carer is unable or unwilling to attend a meeting. The Academy will use another reasonable method of communication and put appropriate reintegration arrangements in place.

Planned or longer-term Impact support
Where a pupil requires more sustained intervention, Impact may be used as a planned behavioural or pastoral provision rather than solely as a short disciplinary removal.

A planned placement will have a written plan setting out:

- the reasons for the intervention;
- the intended outcomes;
- the pupil's views;
- the views of parents or carers;
- the start and end dates;
- the curriculum to be provided;
- behavioural, attendance or pastoral targets;
- SEND provision and reasonable adjustments;
- named staff responsible for support;
- review dates;
- arrangements for contact with mainstream teachers; and
- a staged reintegration plan.

The placement will:

- be based on identified needs;
- remain time limited;
- provide a broad and balanced curriculum;
- be reviewed regularly;
- actively involve the pupil and parent or carer;
- use appropriately skilled staff;
- remain connected to the wider Academy;
- have a clearly defined end point; and
- be monitored for educational and behavioural progress.

A planned Impact placement will not be used to create an informal part-time timetable or to deny a pupil their entitlement to full-time education.

Repeated Impact placements

Repeated removal will trigger further review rather than repeated use of the same sanction without evaluation.

Where a pupil is removed frequently, the Academy will review:

- the number and duration of placements;
- the reasons and circumstances;
- patterns by subject, lesson, time, location or member of staff;
- the pupil's views;
- attendance and punctuality;
- safeguarding and pastoral information;
- SEND, disability, communication and medical needs;
- whether provision and reasonable adjustments have been implemented;
- the effectiveness of previous sanctions and interventions;
- successful and unsuccessful reintegration attempts; and

- whether multi-agency or specialist support is needed.

The review may involve:

- the pupil;
- parent or carer;
- Behaviour Team;
- Form Tutor;
- Head of Year;
- SENCO;
- Designated Safeguarding Lead;
- attendance staff;
- social worker;
- Virtual School Head; and
- other relevant professionals.

Possible outcomes include:

- revised classroom strategies;
- mentoring or coaching;
- a report card;
- a Behaviour Support Plan;
- a Positive Handling Plan;
- a risk assessment;
- SEND assessment or review;
- an Education, Health and Care plan review;
- therapeutic or pastoral intervention;
- a planned Impact support placement;
- external-agency involvement; or
- another lawful and proportionate response.

Repeated Impact placements do not create an automatic route to suspension or permanent exclusion.

Restrictive intervention and reasonable force

Restrictive intervention is not an ordinary method of enforcing an Impact placement.

Staff will prioritise:

- prevention;
- calm communication;
- de-escalation;
- appropriate space;
- take-up time;
- reasonable adjustments;
- removal of avoidable triggers;
- support from familiar adults; and
- Behaviour Team, On-Call or senior assistance.

Where staff use force, restrain a pupil, restrict movement or physically prevent departure because of an immediate risk, the incident will be managed under the **FCAT Care and Control of Pupils Policy**.

Reasonable force may be used only in the limited circumstances permitted by law, including where it is necessary to prevent a pupil from:

- injuring themselves or another person;
- committing an offence;
- damaging property; or
- seriously prejudicing good order and discipline.

Any intervention must be:

- necessary in the circumstances;
- reasonable and proportionate to the risk;
- the least restrictive option reasonably available;
- used for the shortest period necessary;
- carried out with proper regard for dignity and welfare;
- reviewed continuously while it is taking place; and
- reduced or stopped as soon as the immediate risk permits.

Reasonable force means “using no more force than is necessary for the least amount of time”.

— Department for Education, *Restrictive Interventions, Including Use of Reasonable Force, in Schools*, effective from 1 April 2026, page 4.

Force will never be used:

- as a punishment;
- to cause pain, fear or humiliation;
- merely to secure compliance;
- solely to make a pupil complete an Impact placement; or
- where a less restrictive and reasonably effective option is available.

The full operational procedures, staff responsibilities, permitted circumstances, prohibited actions, training requirements and individual planning arrangements are contained in the **FCAT Care and Control of Pupils Policy**. That policy prioritises prevention, de-escalation, positive relationships and individual Behaviour Support or Positive Handling Plans.

Seclusion

Seclusion is not the same as classroom removal.

Seclusion occurs where a pupil is confined away from others and prevented from leaving through:

- physical obstruction;
- blocking; or
- making the pupil believe that they will be punished if they try to leave.

Seclusion:

- is not a behaviour sanction;
- is not a response to deliberate or wilful misconduct;
- will never be used as punishment;
- may be used only as a safety measure to protect others from harm during a period of significant emotional or behavioural dysregulation;
- must take place in a safe and non-threatening environment;
- requires continuous supervision;
- must last only while the immediate risk of harm remains;
- must end as soon as that risk has sufficiently reduced; and
- must be recorded and reported under the applicable statutory procedures.

The ordinary operation of the Impact Room must not amount to seclusion. A pupil must not be led to believe that attempting to leave Impact will automatically result in punishment where this has the effect of preventing them from leaving and thereby creates seclusion.

SEND and restrictive intervention

Where restrictive intervention may be more likely because of a known pattern of risk, the Academy will work proactively with the pupil, their parents or carers and relevant professionals.

This may include:

- a Behaviour Support Plan;
- a Positive Handling Plan;
- an individual risk assessment;
- identification of triggers and early warning signs;
- agreed de-escalation strategies;
- communication arrangements;
- environmental or sensory adjustments;
- named trusted adults;
- post-incident support; and
- regular review.

Before using or continuing a restrictive intervention, staff will consider:

- the pupil's age, understanding and physical presentation;
- SEND and disability;
- medical conditions;
- communication needs;
- sensory sensitivities;
- known trauma or vulnerability;
- relevant plans and risk assessments;
- whether reasonable adjustments have been implemented;
- whether the intervention may cause particular distress; and
- whether a less restrictive alternative is available.

Any Behaviour Support Plan, Positive Handling Plan or risk assessment will be reviewed periodically and following a significant incident.

Recording restrictive interventions

The Academy will follow the recording procedures in the FCAT Care and Control of Pupils Policy.

A written record must be made of:

- each significant incident in which a member of staff uses force;
- every incident of seclusion; and
- every incident of restraint, including relevant restraint without direct physical contact.

The record will be completed as soon as practicable. Staff should endeavour to complete it on the same day.

The record will include, as appropriate:

- the names of the pupil and staff involved;
- relevant needs or circumstances, including SEND status;
- the date, time, location and approximate duration;
- the events leading to the incident;
- known or possible triggers;
- preventative and de-escalation strategies attempted;
- the intervention used;
- the degree of force, where applicable;
- why the intervention was considered necessary;
- any injury or adverse effect;
- first aid or medical treatment;
- post-incident support;
- the pupil's account;
- witness accounts;
- parent or carer notification; and
- follow-up action.

Where an incident is both a significant use-of-force incident and a restraint incident, it does not need to be recorded twice, provided the applicable statutory record contains all required information.

Parent and carer notification following restrictive intervention

Parents or carers will be informed as soon as practicable following:

- a significant use-of-force incident;
- an incident of seclusion; or
- an incident of restraint.

The Academy will endeavour to provide notification no later than the same day.

The information will normally be provided in writing and will include:

- the date, time and location;
- the approximate duration;
- why the intervention was considered necessary;
- the type and degree of force, where applicable;
- any injury;
- medical or welfare support provided; and
- proposed follow-up action.

The Academy will normally also offer a follow-up discussion about:

- triggers or warning signs;
- whether agreed plans were followed;
- the de-escalation strategies used;
- what was effective or ineffective;
- changes to support or reasonable adjustments; and
- how a similar incident may be prevented.

Where informing a particular parent would be likely to cause serious harm to the pupil, the Academy will follow the safeguarding exception and reporting process set out in the statutory guidance and FCAT Care and Control of Pupils Policy.

Post-incident support and review

Following restrictive intervention, the Academy will, as appropriate:

- check the pupil and staff for injuries;
- provide first aid or arrange medical assessment;
- record injuries through the appropriate health and safety procedures;
- obtain separate accounts from those involved;
- notify the Designated Safeguarding Lead where safeguarding may be engaged;
- provide the pupil with an opportunity to express their views;
- offer support to staff;
- provide appropriate support to pupils who witnessed the incident;
- hold a debrief or follow-up conversation;
- consider relationship repair;
- review any Behaviour Support Plan, Positive Handling Plan or risk assessment;
- identify additional reasonable adjustments;
- consider staff-training needs; and
- record learning intended to prevent recurrence.

Where practicable, the post-incident reflection will be supported by a member of staff who was not directly involved in the intervention.

The purpose of review is not merely to confirm that an incident occurred. It is to understand:

- why it happened;
- why intervention was considered necessary;
- its effect on the pupil and staff;
- whether it was the least restrictive reasonable option;
- whether existing support was effective; and
- how future incidents may be prevented.

Complaints, concerns and allegations

A parent, carer or pupil who has a concern about an Impact placement should raise it with the Academy through the usual communication or complaints process.

Complaints concerning reasonable force, restraint, seclusion or another restrictive intervention will be considered under the **FCAT Complaints Policy** and the **FCAT Care and Control of Pupils Policy**.

Any concern or allegation that a member of staff may have:

- used unnecessary or disproportionate force;
- used force as punishment;
- acted outside their authority;
- failed to safeguard a pupil; or
- otherwise behaved inappropriately

will be managed under the FCAT Safeguarding and Child Protection Policy and the applicable statutory procedures for concerns or allegations about adults working with children.

Making a complaint will not result in a pupil or parent being treated adversely.

Monitoring, equality and governance

The Behaviour Lead will review Impact data at least half-termly. The Headteacher and governing board or relevant Trust committee will receive an appropriately anonymised report at least termly covering:

- the number of Impact placements;
- the number of pupils involved;
- reasons for removal;
- frequency and duration;
- repeated or prolonged placements;
- year groups;
- pupils with SEND or disabilities;
- pupils with social workers;
- looked-after pupils;
- protected characteristics;
- separate extended detentions;
- restrictive interventions;
- injuries;
- parent notifications;
- reintegration outcomes;
- educational provision; and
- the effectiveness of support and intervention.

Leaders will investigate evidence of:

- disproportionate use affecting a protected group;
- repeated removal of particular pupils;
- inconsistent application between staff or departments;
- failure to implement reasonable adjustments;

- unsuitable educational work;
- excessive duration;
- unmet SEND, medical or safeguarding needs;
- repeated restrictive intervention;
- failure to complete records or notify parents; or
- Impact failing to improve behaviour.

The Academy will use the findings to improve:

- policy;
- staff training;
- classroom practice;
- the Impact environment;
- individual support;
- reasonable adjustments; and
- reintegration.

Restrictive-intervention data will be analysed separately from ordinary Impact data so that disciplinary classroom removal is not confused with restraint or seclusion.

Related policies and guidance

This section must be read alongside the Academy and Trust's:

- **FCAT Care and Control of Pupils Policy**;
- Child Protection and Safeguarding Policy;
- SEND Policy and SEND Information Report;
- Mobile Phone and Confiscation procedures;
- Attendance Policy;
- Anti-Bullying Policy;
- Equality Policy;
- Staff Code of Conduct;
- Health and Safety Policy;
- First Aid and Supporting Pupils with Medical Conditions policies;
- Complaints Policy;
- Suspension and Permanent Exclusion procedures;
- individual Behaviour Support Plans;
- Positive Handling Plans;
- individual healthcare plans; and
- risk assessments.

Where an incident involves reasonable force, restraint, seclusion or another restrictive intervention, staff must follow the full procedures in the **FCAT Care and Control of Pupils Policy**.

Where an incident raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy immediately.

Where a pupil is sent home or prevented from attending for disciplinary reasons, the formal suspension procedure must be followed.

Core commitment
The Academy will use Impact firmly, fairly and respectfully.

Impact exists to:

- protect learning;
- maintain safety;
- restore calm;
- provide a clear consequence;
- continue education;
- help pupils improve;
- identify and address additional needs;
- support successful reintegration; and
- reduce the likelihood of further serious disruption.

Pupils will be expected to take responsibility for their conduct. In return, the Academy will ensure that every Impact placement is:

- clearly explained;
- properly authorised;
- accurately recorded;
- educationally meaningful;
- appropriately supervised;
- no longer than necessary;
- responsive to safeguarding and individual needs;
- subject to reasonable adjustments where required; and
- followed by appropriate reintegration and support.

The Academy's aim is not punishment for its own sake. It is the restoration of safe, respectful and purposeful learning and the successful re-engagement of every pupil.

Ready Room – A Structured Space to Reset for Late Arrivals

Start of the school day

All pupils are expected to arrive at Aspire Academy by 8.35am, prepared and ready to learn. Pupils who arrive after 8.35am must enter through the Academy's designated late-arrival entrance and follow the procedures set out below. Pupils who arrive after 9.00am report to the Ready Room.

Purpose of the Ready Room

The Ready Room is the Academy's supervised late-arrival and reintegration provision for pupils who arrive from 9.00am onwards.

It provides a calm and structured space in which pupils can:

- be welcomed and registered promptly;
- explain the reason for their late arrival;
- receive an immediate safeguarding or welfare check where required;
- organise their equipment and prepare for learning;
- complete meaningful curriculum or catch-up work;
- understand any punctuality consequence that applies; and
- prepare to return successfully to mainstream lessons.

The Ready Room is intended to prevent avoidable disruption to lessons already in progress while ensuring that the pupil continues to receive education.

Late-arrival routes

Arrival between 8.36am and 9.00am. A pupil arriving between **8.36am and 9.00am** will:

1. enter through the Late Gate;
2. have their name and arrival time recorded;
3. provide the reason for their lateness;
4. be directed to Form or the appropriate mainstream lesson; and
5. normally serve a **20-minute supervised lunchtime detention** where the lateness is unauthorised and no accepted mitigating circumstance applies.

The pupil will not be directed to the Ready Room unless there is a separate welfare, safeguarding or operational reason.

Arrival from 9.00am onwards

A pupil arriving at or after 9.00am will:

1. enter through the designated Ready Room entrance;
2. report immediately to Ready Room staff;
3. have their exact arrival time recorded;
4. provide the reason for their lateness;
5. complete any necessary welfare or safeguarding check;
6. receive meaningful curriculum or catch-up work;
7. be informed of the applicable punctuality consequence; and
8. be prepared for reintegration into mainstream education.

Arrivals between 9.00am and 9.15am
Pupils arriving between 9.00am and 9.15am must report to the Ready Room rather than entering the main building and joining a lesson immediately.

Ready Room staff will:

- register the pupil's arrival;
- record Code L;
- establish the reason for lateness;
- check for any immediate welfare or safeguarding concern;
- provide a short readiness or catch-up task;
- ensure the pupil has the correct books and equipment; and
- direct the pupil into lessons at the next appropriate transition point.

The pupil's attendance code remains Code L because the register has not yet closed. The fact that the pupil attends the Ready Room does not itself determine the attendance code.

Arrival after 9.15am

Where a pupil arrives after 9.15am, the morning register has closed.

The pupil will normally receive Code U where:

- they arrive before the end of the morning session; and
- no reason has been established, or the Academy is not satisfied that an authorised absence code applies.

Where another code more accurately reflects the pupil's circumstances—such as an authorised medical appointment—the Attendance Team will apply the appropriate statutory code.

Code U must not be used automatically without considering the reason for the lateness. DfE guidance requires schools to use Code U only where the pupil arrives after registration has closed and either no reason is established or the reason does not qualify for an authorised code.

Arrival after 11.00am

Where a pupil arrives after 11.00am, staff will:

1. welcome and register the pupil immediately;
2. record the exact arrival time;
3. establish and record the reason for lateness;
4. determine the correct statutory attendance code;
5. undertake an appropriate safeguarding and welfare check;
6. contact the parent or carer where appropriate;
7. provide meaningful curriculum or catch-up work;
8. explain the reintegration arrangements; and
9. inform the pupil of the senior extended punctuality detention.

Where the late arrival is unauthorised and no accepted mitigating circumstance applies, the pupil will serve a **senior extended punctuality detention until 5.30pm on the same school day**.

The period after the ordinary end of the school day is a detention and will be recorded separately from the pupil's daytime Ready Room placement.

Before confirming the extended detention, an authorised member of staff will consider:

- the reason for the late arrival;
- safeguarding or family circumstances;
- SEND, disability and communication needs;
- medical needs or appointments;
- caring responsibilities;
- religious requirements;
- transport circumstances;
- safe travel home; and
- any other relevant individual circumstance.

The parent or carer will be informed as soon as practicable. Where the detention cannot safely take place, an authorised senior leader will determine a suitable alternative arrangement.

Reintegration from the Ready Room

Pupils will normally enter mainstream education at the next appropriate transition point. Depending on the time of arrival and the Academy timetable, this may be:

- the beginning of the next lesson;
- morning break;
- lunchtime;
- afternoon registration; or
- the beginning of the afternoon lesson.

Ready Room expectations

Pupils in the Ready Room will be expected to:

- follow reasonable staff instructions;
- behave respectfully;
- work quietly and purposefully;
- complete the curriculum or catch-up work provided;
- avoid disrupting others;
- organise their equipment;
- participate in the reintegration process; and
- comply with the Academy's mobile-phone and smart-device procedures.

Pupils may request:

- academic help;
- water or toilet access;
- medication or medical assistance;
- support with an SEND, disability or communication need;
- safeguarding or pastoral assistance; or
- help in an emergency.

Non-engagement in the Ready Room

Non-engagement will not automatically result in a full-day Impact placement.

Where a pupil does not engage, staff will:

1. restate the expectation clearly;
2. check that the pupil understands the task;
3. consider whether the work is accessible;
4. consider whether SEND, communication, medical or emotional needs are affecting engagement;
5. make any necessary reasonable adjustment;
6. provide calm redirection and appropriate take-up time; and
7. establish whether a safeguarding or welfare concern is present.

Continued refusal, serious disruption, offensive conduct or unsafe behaviour will be recorded as a separate behaviour incident.

Where the separate conduct meets the threshold for classroom removal, the Academy's Impact procedures may be applied following individual authorisation. The Impact placement will be imposed because of the further behaviour, not solely because the pupil arrived late.

Repeated lateness

Repeated lateness will result in both a consequence and a review of the reasons for the pattern.

Trigger	Normal consequence	Follow-up
Two arrivals between 8.36am and 9.00am in one school week	A **one-hour Friday punctuality detention from 3.00pm to 4.00pm**. This will normally replace the consequence for the second incident rather than being added to it.	Parent or carer contact and Attendance or Pastoral Team review.
Two arrivals from 9.00am onwards in one school week	A **two-hour senior Friday detention**, subject to individual authorisation and safety checks.	Parent or carer contact and a Head of Year or Attendance Team review.
Arrival after 11.00am	Same-day senior extended detention until **5.30pm**.	Review of the reason for lateness and any wider attendance pattern.
Persistent lateness following earlier intervention	An individually determined and proportionate consequence.	Formal punctuality meeting, attendance-support plan, monitoring card or further intervention.

A pupil will not receive duplicate sanctions for the same late-arrival incident merely because it contributes to both an individual and cumulative threshold.

References

Department for Education, *Working Together to Improve School Attendance*, July 2026, particularly paragraphs 290, 299 and 412–413.

Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, particularly the provisions relating to lawful and proportionate sanctions and detention.

School Attendance (Pupil Registration) (England) Regulations 2024.

Positive Behaviour: Rewarding Excellence

We celebrate students who consistently uphold our values. Staff are trained to reinforce success using praise, rewards, and recognition.

Positive Reinforcement Strategies

Verbal praise & postcards home
Golden Culture Points
Golden Tickets
Certificates, badges, reward trips
Public recognition in assemblies

The Golden Culture Reward System

Our structured rewards framework promotes aspiration, character, and integrity through consistent, visible recognition.

Golden Reward Buttons

Button	Recognises...	Examples
Golden Ready Scholar	Organisation, engagement	On time, prepared, active participation
Golden Respectful Scholar	Courtesy & kindness	Polite, inclusive, cares for others
Golden Safe Scholar	Physical & emotional safety	Reports concerns, acts responsibly
Golden Effort & Excellence	Academic excellence	Outstanding work, progress, resilience
Golden Ticket Recipient	Everyday excellence	Given for 'doing the right thing' consistently

Golden Ticket = 50 Achievement Points added to ClassCharts

Recognition Framework: Daily to Termly

When?	What?	How?	Who?
Daily	Achievement Points	Logged in ClassCharts	All staff
	Golden Tickets	Given in lessons/corridors	All staff
Weekly	Golden Ticket Draw	Prize for random winner	Admin team
	Praise Contact	3 messages per week	Subject teachers
	Hot Chocolate with the Head/ Deputy Head	For exceptional behaviour	Staff nominations
Termly	Success Assemblies	For attendance, behaviour, effort	SLT & Year Teams
	Top Scholars	Outstanding progress across subjects	HOD/SLT

When?	What?	How?	Who?
	Awesome Awards	Acts of exceptional kindness	Staff & students
	Attendance Badges	100% each term = Bronze/Silver/Gold	Attendance Officer
	Culture Badges	300/500/750 points = Bronze/Silver/Gold	ClassCharts
	Reward Activities	Chocolate, queue passes, treats	Year Teams
	ClassCharts Store	Points exchanged for prizes	Student-led w/ staff

"Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture."

— Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, p. 15.

Behaviour in Lessons: Expectations and Standards

Overview
At Aspire Academy, we are committed to maintaining a calm, structured, and high-expectation learning environment. Our behaviour standards in lessons ensure that every student can learn, and every teacher can teach, without disruption. Students are expected to be **Ready, Respectful, and Safe** at all times, upholding the Academy's core values of **Ambition, Excellence, and Integrity**.

Ready to Learn: Daily Expectations

Being Ready to Learn

Students are expected to:

- Arrive on time to lessons.
- Bring all required equipment.
- Follow seating plans without challenge.
- Begin Go Tasks immediately and in silence.

In-Lesson Behaviour

Students must:

- Stay on-task and engaged throughout the lesson.
- Complete all tasks with focus and pride.
- Track the speaker to demonstrate active listening.
- Follow instructions first time, every time.

"Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive."

(Department for Education, 2024, p. 5)

Consequences

- Off-task behaviour will result in a warning or a consequence.
- Repeated off-task behaviour or refusal to follow instructions may result in a C3 sanction and removal from the lesson.

The Gold STAR: The Behaviour That Leads to Success

The **Gold STAR** defines the core behaviours that support excellence in every classroom:

Letter	Behaviour	What It Looks Like
S	**Sit Up Straight**	Good posture, both feet on the floor, body facing forward, no slouching or leaning.
T	**Track the Speaker**	Eyes on the teacher or peer speaking, facing forward, no distractions.
A	**Acknowledge and Answer**	Hands up to contribute, waiting to be selected, clear and respectful communication.
R	**Respect Those Around You**	Polite language, no interruptions, positive gestures, and cooperation with peers.

Classroom Conduct and Routines

Body Language and Respect

- Students must maintain positive, respectful body language (e.g., eye contact, sitting upright).
- Negative gestures (eye-rolling, sighing, slouching) are unacceptable and will be challenged.

Speaking and Listening

- Listen attentively to all speakers.
- Do not interrupt or speak over others.
- Raise your hand to ask or answer questions.

Following Instructions

- Wait for cues like the “3-2-1 Show me” before beginning activities.

- Follow instructions first time.
- Challenging or refusing instructions will result in immediate consequences.

In-Class Eating, Drinking, or Chewing Gum

In-Class Food, Drink and Chewing Gum Eating food, drinking (other than plain water), and chewing gum during instructional lesson time are strictly prohibited in standard classrooms. Food and drink consumption is confined strictly to designated dining areas during break and lunchtimes, or specific supervised contexts.

Consequences for In-Class Eating, Drinking, or Chewing Gum:

- First Incident (in a school week): 20-minute supervised Lunchtime Detention.
- Second Incident (in a school week): 45-minute Same-Day After-School Detention (3.00pm–3.45pm).
- Third Incident (in a school week): 1 Hour 30 Minute Extended After-School Detention (3.00pm–4.30pm) and referral to Head of Year.

Persistent non-compliance or deliberate refusal to surrender food, drink, or gum will be escalated under C3/C4 persistent defiance procedures.

Food, Drink and Chewing Gum Outside Designated Dining Areas

Eating food, drinking (other than plain water), and chewing gum are strictly prohibited in standard classrooms, corridors, stairwells, and transition areas. Food and drink consumption is confined strictly to designated dining areas during break and lunchtimes.
Consequences:

- First Incident (in a school week): 20-minute supervised Lunchtime Detention.
- Second Incident (in a school week): 45-minute Same-Day After-School Detention (3.00pm–3.45pm) for classroom incidents, or 90-minute Extended After-School Detention (3.00pm–4.30pm) and loss of break/lunch privileges for transition/corridor breaches.
- Third Incident (in a school week): 1 Hour 30 Minute Extended After-School Detention (3.00pm–4.30pm) and referral to Head of Year / SLT.

If a pupil is caught eating, drinking, or chewing gum a fourth time (or continues to breach the rule persistently in the same school week), the behaviour escalates beyond routine detentions to **C4 Persistent Defiance under the policy.**

In line with Aspire Academy's framework, persistent repeat offences may trigger internal removal in Impact Provision, **a Senior Extended Detention (until 5.30pm),** and potential placement on a Report Card alongside a mandatory parent meeting.

Lesson Transitions: Start and End Routines

Entry Routine: Be Ready to Learn

- Line up quietly outside where required.
- Enter silently and go directly to the allocated seat.
- Bags under desks, coats off, equipment out.
- Begin Go Task silently and immediately.

Exit Routine: Finish with Purpose

- At the teacher's instruction, tidy desks and pack away calmly.
- Stand silently behind chairs once ready.
- Wait for the teacher's permission before exiting.

Sanctions and Accountability

Issue	Response
Not following instructions	Warning → C3 if behaviour persists
Refusal to follow seating plan	Immediate C3 and possible removal
Off-task behaviour (repeated)	Sanction, potentially removal
Rude gestures or body language	Behaviour logged; consequence issued
Interrupting/disrupting others	Immediate redirection → C3 if repeated

Summary of Expectations

Aspire students are expected to:

- Be fully focused in lessons.
- Demonstrate maturity, respect, and positivity in all interactions.
- Take pride in their work and environment.
- Support the success of every member of the classroom community.

By following these standards, Aspire Academy ensures that every lesson is purposeful, respectful, and focused — allowing all students to flourish.

Classwork and Prep (Homework): Meeting High Standards Every Day

At Aspire Academy, both classwork and Prep are non-negotiable pillars of academic success. Every pupil is expected to take pride in their learning, complete all work to a high standard, and bring it in each day without exception.

Classwork Expectations

All written work should be:

- Completed using a black handwriting pen.
- Neatly presented, with clear titles and dates underlined.
- Organised and accurate, with excellent presentation always.
- Taken seriously, even in practical subjects, where appropriate materials and effort must be used.

Teachers will use the **Aspire Behaviour System** to reinforce these expectations and maintain purposeful classrooms. Any refusal to meet basic standards will result in appropriate consequences.

Prep: Aspire's Daily Academic Commitment

Prep (homework) is set every night and is expected to be:

- **Completed fully and thoughtfully.**
- **Submitted each morning to the Form Tutor.**
- **Done to a high standard, not rushed or incomplete.**
- **On paper, not via photographs or electronic submissions.**

Consequences for Incomplete or Missing Prep

Issue	Action Taken
Prep incomplete, poorly done, or missing	1-hour Prep Detention the same evening (3:00–4:00pm).
Prep not submitted to Form Tutor	Treated as a failure to complete; detention issued.
Photograph or parental note offered	**Not accepted** as valid evidence.

"Teachers have authority to issue detention to pupils, including same-day detentions."

— Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, p. 20.

At Aspire Academy, failure to complete or submit Prep will therefore result in a same day after school detention **(3-4:00pm)** where this is set out in the Academy's published Behaviour Policy and the sanction is reasonable and proportionate in the individual circumstances.

How to Use Your Golden Knowledge Organiser
At Aspire Academy, the Golden Knowledge Organiser is a core learning tool designed to help every pupil succeed.

"Knowledge is of no value unless you put it into practice."

What Is a Knowledge Organiser?
It is a structured booklet containing the essential facts, vocabulary, and concepts for each subject. It supports:

- **Memory retention**
- **Prep completion**
- **Lesson recall and engagement**
- **Independent learning and revision**

Using Your Organiser

Task Type	Examples
Highlight/Annotate	Key facts, definitions, or subject-specific terms.
Self-Quizzing	Use 'Cover–Write–Check' to revise.
Teaching Someone Else	Explain topics aloud to a peer or family member.
Graphic Organisers & Mind Maps	Visual revision methods using organiser content.
Completion of Prep Tasks	Refer to correct sections when doing homework.

Daily Non-Negotiables

Expectation	Detail
Bring the organiser **every day**	Must be carried to all lessons in the Knowledge Organiser bag.
Use it in **every lesson** where appropriate	Teachers will regularly refer to it for class tasks and questioning.
Submit related Prep work using organiser content	Content will directly link to curriculum topics for Prep.
Present it clearly and maintain its condition	Torn, scribbled, or missing organisers are not acceptable.

Form Tutors will check each student's organiser for the quality and completion during morning line-up or registration. **Failure to bring it** will result in a behaviour sanction.

At-Home Support for Learning
Parents and students can enhance learning using simple strategies:

- Use **post-it notes** to mark tricky sections.
- Create **flashcards** for key terms or formulas.
- Display **revision content** on bedroom walls or study areas.
- Set time for **self-testing** using the organiser before completing Prep.

Prep Is More Than Homework – It's a Habit for Success

Prep at Aspire isn't just about meeting a requirement — it's about building:

- Strong academic routines
- Self-discipline
- Confidence in long-term learning and exam preparation

When students take their Prep seriously, they demonstrate:

- That they are **Ready to Learn**
- That they are **Respectful** of their education
- That they are **Safe** in their study habits and use of time

Prep is a habit. Excellence is a choice. Your Golden Future begins with what you do every night.

Equipped to Learn: Be Ready, Be Respectful, Be Responsible

Daily Equipment Checks: Be Ready Every Day

Being fully equipped is an essential part of being Ready to Learn. Having the correct equipment enables pupils to begin lessons promptly, reduces avoidable disruption and supports independent, responsible learning habits.

All pupils will take part in a **daily equipment check during Form time**. Pupils may be asked to place their equipment on their desk or equipment mat so that the check can be completed quickly, calmly and consistently.

"Routines should be used to teach and reinforce the behaviours expected of all pupils."

— Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024.

Why Being Equipped Matters

Being ready for learning reduces disruption, builds self-discipline, and fosters a sense of pride. It also reflects Aspire's core values:

- **Excellence**: You come to school prepared to do your best.
- **Ambition**: You take responsibility for your success.
- **Respect**: You show respect for your teachers, classmates, and the learning environment.

Prepared students are successful students. Excellence begins with what you carry into school each morning.

Required daily equipment

Every pupil must bring the complete set of expected equipment each day.

Required item	Expectation
Black handwriting pen	Used for written classwork and Prep.
Spare black handwriting pen	Ensures learning can continue if the first pen is lost or stops working.
Green pen	Used for checking, correcting and improving work.
Pencil	Used for diagrams, sketches, graphs and practical work.
Highlighter	Used for annotation, retrieval and revision activities.
Ruler	Used for presentation, diagrams, graphs and subject-specific work.
PREP booklet	Must be brought to the Academy every day and kept in good condition.
Golden Knowledge Organiser	Must be carried throughout the school day and used as directed.

Current timetable	Must be available so that the pupil knows where they should be and what they require.

The Academy's equipment-mat materials identify these items as the standard daily readiness check.

A pupil is fully equipped only when they have **all items required for that day**. Missing one or more items means that the pupil has not met the daily equipment expectation. Any specialist equipment required for a particular subject, such as a calculator or mathematics set, will be provided by the relevant department.

How the daily check will operate

During Form time:

1. the Form Tutor will direct pupils to present their equipment;
2. the check will be completed using the Academy equipment list or equipment mat;
3. missing items will be identified and recorded;
4. essential stationery will be provided so that the pupil can participate fully in learning;
5. the pupil will be informed of any consequence that applies; and
6. repeated concerns will be shared with the Head of Year or Behaviour Team.

The purpose of the check is to establish readiness before lessons begin. It must be completed calmly and without public humiliation.

For consequence purposes, one daily check counts as **one equipment incident**, regardless of how many items are missing during that check. A pupil will not receive several separate sanctions on the same morning because more than one item is missing.

Equipment consequences

The following consequences apply when a pupil does not have the complete set of expected equipment.

Incident within one school week	Academy response
First incident	The missing essential equipment will be provided by the Academy. The pupil will be reminded of the expectation and the incident will be recorded. No detention will normally be issued.
Second incident	The missing essential equipment will be provided where necessary. The pupil will serve a **20-minute supervised lunchtime detention**.
Third incident	The missing essential equipment will be provided where necessary. The pupil will serve a **45-minute same-day after-school detention from 3.00pm to 3.45pm**. The parent or carer will be informed as soon as practicable.
Further incidents	The Head of Year or Behaviour Team will review the repeated pattern, contact the parent or carer and consider whether an equipment-support or monitoring plan is required. Any further consequence will be reasonable, proportionate and determined under the Behaviour Escalation Ladder.

The count will restart at the beginning of each school week. However, longer-term patterns will remain visible and may be considered when deciding whether additional support is required. During lunchtime detention, pupils will retain reasonable time to obtain and eat their meal, drink, use the toilet and access medication or medical support.

Refusal to participate or accept equipment

Being without equipment and refusing a reasonable instruction are separate matters.

Where a pupil refuses to:

- participate in the equipment check;
- show the equipment they have brought;
- accept equipment reasonably provided by the Academy;
- put away an item that is not required; or
- follow a reasonable instruction intended to make them ready for learning,

the refusal may be recorded and addressed separately under the Behaviour Escalation Ladder. A higher-level consequence will relate to the pupil's refusal or further behaviour, not simply to the original missing item.

Identifying and removing barriers

The Academy recognises that missing equipment may sometimes result from financial hardship, family circumstances, SEND, disability, medical needs, housing difficulties or another barrier outside the pupil's reasonable control.

Before repeated sanctions are imposed, staff will consider whether:

- the pupil or family requires help obtaining equipment;
- the pupil has SEND, disability, organisational or communication needs;
- an agreed reasonable adjustment is required;
- the pupil requires a spare set of equipment to be stored at the Academy;
- family or safeguarding circumstances are affecting readiness; or
- further pastoral or Head of Year support is needed.

Reasonable adjustments may include alternative equipment, visual checklists, support with organisation, a named adult check-in or safe storage of equipment at the Academy. DfE guidance states that routines may be adjusted appropriately and reasonably for pupils with additional needs so that they can meet expectations.

Support for pupils and families

Parents and carers experiencing difficulty providing the required equipment should contact the pupil's Head of Year. The Academy will work sensitively with the family and may provide essential equipment or agree another suitable support arrangement.

A pupil will not be deliberately left without the basic equipment needed to participate in learning because their family is experiencing financial hardship.

Parents and carers are expected to:

- help their child check and pack their school bag each evening;
- replace lost or used equipment where they are able to do so;
- contact the Head of Year promptly where there is a barrier;
- reinforce the importance of being fully prepared; and
- encourage their child to use the Academy's equipment-purchasing arrangements.

Class Charts Shop

Access to essential equipment required to participate in education will not be conditional upon a pupil having sufficient achievement points or upon a parent or carer's ability to pay. The Class Charts Shop supplements, rather than replaces, the Academy's arrangements for ensuring that pupils have access to the basic equipment necessary for learning. Basic stationery and replacement equipment can be purchased through the Academy's Class Charts Shop.

Pupils may use their achievement points to purchase items including:
black pens;
green pens;
pencils;
rulers;
highlighters;
rubbers; and
other available learning equipment.
The Class Charts Shop enables pupils to take responsibility for maintaining their equipment while ensuring that achievement points can be used to support readiness for learning.
Pupils are expected to use the shop before an item is urgently required and should not rely on the Academy issuing replacement equipment repeatedly.

Monitoring

Form Tutors, Heads of Year and the Behaviour Team will monitor equipment records to identify:

- repeated missing-equipment incidents;
- pupils requiring organisational support;
- families who may require practical assistance;
- SEND or disability-related barriers;
- whether consequences and support are improving readiness; and
- any pupil who has become routinely dependent on Academy-issued equipment.

Where concerns continue, the Academy may introduce an equipment-monitoring card, parent or carer meeting, pastoral intervention or another appropriate support plan.

Reference basis

This section should be read alongside:

- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, particularly the provisions relating to behaviour routines, reasonable and proportionate sanctions, detentions and pupils with SEND;
- Education and Inspections Act 2006, particularly sections 89 and 91–92;
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils;

- Children and Families Act 2014, including section 66;
- Department for Education and Department of Health and Social Care, *Special Educational Needs and Disability Code of Practice: 0 to 25 Years*;
- Department for Education, *Charging for School Activities*;
- the Academy's SEND Policy;
- the Behaviour Escalation Ladder;
- the Academy's Detention Procedures; and
- the Parent Partnership section of this policy.

Department for Education guidance establishes that behaviour expectations and routines should be clear, commonly understood and consistently reinforced. Routines should be simple to understand and follow, while appropriate and reasonable adjustments should be made proactively for pupils with additional needs. Sanctions must be reasonable and proportionate and must take account of any relevant special circumstances, including SEND or disability.

Sensory Tools and Fidget Items

Aspire Academy is committed to maintaining a calm, focused and distraction-free learning environment while providing appropriate sensory support for pupils who require it.

Authorised sensory support

Sensory tools are learning aids and not toys. The Academy's standard authorised sensory tool is the marble mesh.

A marble mesh must:

- be issued or formally approved by the SEND Team;
- be recorded as an agreed provision or reasonable adjustment;
- be used quietly and discreetly;
- be used only by the pupil for whom it was issued; and
- be used in accordance with staff instructions.

Where a marble mesh does not meet a pupil's identified needs, the SENCO may authorise a different sensory aid as an individual reasonable adjustment.

Unauthorised fidget toys

Pupils must not bring unauthorised fidget toys or sensory objects onto the Academy site. This includes, but is not limited to:

- squishies and stress toys;
- Needoh toys;
- spinners;
- pop-its;
- tangles; and
- any other sensory or fidget item not authorised by the SEND Team.

Confiscation and disposal

Any unauthorised fidget toy or sensory item brought onto the Academy site may be confiscated. Where an item is confiscated, an authorised member of staff will determine whether it should be

retained, returned to the pupil or parent/carer, or disposed of. In accordance with Department for Education guidance, this decision will be reasonable in the individual circumstances and will take account of:

- the nature and value of the item;
- whether returning the item to the pupil or parent/carer is appropriate;
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the Academy;
- whether the item can be disposed of safely; and
- any SEND, disability, medical need or agreed reasonable adjustment relevant to the pupil.

Low-value unauthorised fidget toys may be disposed of where it is reasonable to do so. Items of significant value will not normally be disposed of and may instead be retained for collection by a parent/carer.

An item will not be disposed of where it is an Academy-authorised sensory aid, required under an Education, Health and Care Plan or Individual Healthcare Plan, forms part of an agreed reasonable adjustment, or where disposal would otherwise be unlawful or unreasonable.

"Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so."

— Department for Education, Searching, Screening and Confiscation: Advice for Schools, July 2022, para. 80.

Misuse or refusal

Where an authorised sensory tool is shared, thrown, used unsafely or becomes significantly distracting, staff may remove it temporarily and refer its continued use to the SEND Team for review. Any review will consider the pupil's identified needs and whether an alternative or amended reasonable adjustment is required.

A pupil who refuses a reasonable instruction to hand over or put away an unauthorised item **may receive a consequence in accordance with the Behaviour Escalation Ladder**. The consequence relates to the refusal to follow a reasonable instruction rather than simply to the pupil's possession of the original item.

Before applying a consequence, staff will consider whether:

- the item is an authorised reasonable adjustment, medical or sensory aid;
- the pupil understood the instruction;
- SEND, disability, sensory, communication or medical needs affected the situation; and
- additional SEND, pastoral or medical support is required.

Relevant guidance and legislation

This section reflects:

- Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022, particularly paragraphs 6–8, 57, 69–71 and 80–81;

- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024;
- Education and Inspections Act 2006, particularly sections 90, 91 and 94;
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils;
- Children and Families Act 2014;
- Department for Education and Department of Health and Social Care, *SEND Code of Practice: 0 to 25 Years*; and
- Department for Education, *Supporting Pupils at School with Medical Conditions*, where relevant.

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Uniform Expectations: Be Ready Every Day

Aspire Academy's uniform is a core part of our Golden Culture. Wearing the correct uniform promotes pride, belonging, equality and a purposeful atmosphere for learning.

All pupils are expected to arrive:

- wearing the correct Academy uniform;
- fully dressed and ready before entering the Academy;
- wearing the correct PE kit on timetabled PE days;
- wearing the correct white shirt, Academy purple tie and compulsory Aspire blazer on normal uniform days; or, on timetabled PE days, wearing the approved Aspire PE kit with either the optional school-crested Aspire PE quarter-zip or the compulsory Academy blazer, in accordance with the Academy's Uniform Policy; and
- meeting the appearance, footwear, jewellery and outdoor-clothing requirements set out in the Academy's Uniform Policy.

Pupils must not wait until they reach the gate or Standards Room before putting on their tie, blazer or other uniform items.

Uniform expectations apply throughout the school day and when pupils are representing the Academy. The full specification of permitted uniform, PE kit, footwear, jewellery, hairstyles and appearance is contained in the **Aspire Academy Uniform Policy**.

"We expect schools to deal with pupil misbehaviour such as uniform breaches in a proportionate and fair way."

— Department for Education, *Developing School Uniform Policy*, updated July 2026.

The Standards Room

The Standards Room supports pupils who occasionally arrive without the correct uniform. It is not intended to become part of a pupil's normal daily routine.

Where a pupil arrives without the correct uniform, they will:

1. report to the Standards Room;
2. explain what is missing or incorrect;
3. have the uniform concern recorded;
4. be issued with suitable temporary uniform where available;
5. change promptly and appropriately;
6. return to Form or lessons as soon as reasonably practicable; and
7. return all borrowed items at the time directed.

Pupils will not ordinarily miss extended periods of education where the issue can be corrected quickly using loaned uniform.

Standards Room Consequences

The following consequences apply where a pupil requires uniform to be issued because they have arrived without the correct uniform.

Incident within one school week	Academy response
First visit	Suitable correct uniform will be issued where available. The incident will be recorded, and the pupil will be reminded of the expectation. No detention will normally be issued.
Second visit	Suitable correct uniform will be issued where available. The incident will be recorded, and the pupil will serve a **20-minute supervised lunchtime detention**.
Third visit	Suitable correct uniform will be issued where available. The pupil will serve a **45-minute same-day after-school detention from 3.00pm to 3.45pm**. The parent or carer will be informed as soon as practicable.
Further visits	The Head of Year or Behaviour Team will review the repeated pattern and contact the parent or carer. An individual uniform-support or monitoring plan may be introduced, together with a further proportionate response under the Behaviour Escalation Ladder.

One morning Standards Room visit will count as one uniform incident, regardless of the number of missing items identified during that visit. The weekly count will restart at the beginning of each school week. However, longer-term patterns will remain recorded and may result in additional support or intervention.

Borrowed Uniform

All Academy uniform issued to a pupil remains the property of the Academy and must be returned promptly, in the condition in which it was supplied, subject to reasonable wear.

Failure to Return Borrowed Uniform

Where borrowed Academy uniform is not returned at the agreed time, the pupil and parent/carer will be reminded and given an appropriate opportunity to return the item.

Staff will consider whether the failure to return uniform is deliberate or results from loss, damage, financial hardship or circumstances outside the pupil's reasonable control.

Where a pupil deliberately and repeatedly fails to follow reasonable instructions about returning Academy property, a proportionate, time-limited consequence may be imposed in accordance with the Academy's Behaviour Policy.

Any supervised lunchtime consequence will be individually authorised and reviewed. Pupils will not automatically lose their lunchtime social privileges each day until the item is returned.

The Academy may seek the return or reasonable replacement cost of missing uniform through its normal procedures, taking account of individual family circumstances.

Pupils will retain reasonable access to meals, drinking water, toilets, medication and necessary medical support. Food and essential welfare provision will never be withheld as a sanction.

Deliberate Uniform Defiance

An initial uniform error or missing item will be addressed through the Standards Room process and will not automatically constitute C4 behaviour.

C4 Uniform or Appearance Defiance is reserved for deliberate and sustained refusal after:

- the expectation has been explained clearly;
- suitable correct uniform has been offered where available;
- the pupil has been given an appropriate opportunity to comply; and
- relevant individual circumstances and reasonable adjustments have been considered.

Examples may include:

- refusing to change into suitable uniform provided by the Academy;
- deliberately removing or altering uniform again after correction;
- refusing to remove a coat or prohibited jewellery after a clear reasonable instruction;
- repeatedly refusing to wear uniform in the required manner; or
- serious or sustained defiance when the uniform expectation is addressed.

Where C4 Uniform Defiance is established, the pupil will normally:

- be referred to the Behaviour Team;
- have the exact instruction and response recorded;
- be placed in Impact for a defined and authorised period where appropriate; and
- serve the published C4 consequence, normally a same-day detention from 3.00pm to 4.30pm, in accordance with the Behaviour Escalation Ladder and subject to individual circumstances and reasonable adjustments.

Any Impact placement will be supervised, time limited and educationally meaningful. It will relate to the pupil's deliberate refusal to comply, not simply to the original missing item.

Skirts and Deliberate Alteration of Uniform

Skirts must be worn in accordance with the length and presentation requirements contained in the Uniform Policy. Rolling, folding or otherwise altering a skirt to shorten it is not permitted.

Where a pupil's skirt is rolled or altered:

1. the pupil will be instructed to correct it immediately;
2. the pupil will be given an opportunity to comply;
3. repeated incidents will be recorded; and
4. deliberate refusal may be addressed as Uniform Defiance.

Where a pupil repeatedly rolls or alters their skirt despite correction and support, the Academy may, following discussion with the pupil and parent or carer, direct the pupil to wear approved Academy trousers as an alternative uniform arrangement.

This will be used to secure consistent compliance with the published Uniform Policy and will not be imposed to humiliate the pupil. Any relevant medical, disability, SEND, religious or equality consideration will be reviewed before the arrangement is confirmed.

Coats, Jewellery and Appearance

Coats and other outdoor clothing must be removed when pupils enter the Academy building, unless a temporary exception or reasonable adjustment has been agreed.

Jewellery and appearance must meet the requirements of the Uniform Policy. Where an item is not permitted, the pupil will be instructed to remove or hand it over in accordance with the Academy's confiscation procedures.

A reasonable initial correction will not automatically result in a high-level consequence. Deliberate refusal or repeated defiance will be addressed separately under the Behaviour Escalation Ladder.

PE Kit Requirements and Optional Outer Layers

Pupils must bring and wear the correct Academy PE kit on timetabled PE days. PE kit must not be worn as an alternative to the Academy uniform on days when PE is not timetabled, unless the Academy has expressly authorised this.

Where a pupil does not have the correct PE kit:

- suitable Academy kit will be issued where available;
- the incident will be recorded;
- the pupil will still be expected to participate in the lesson, subject to any medical restriction; and
- repeated incidents will result in consequences consistent with the Standards Room escalation process.

A pupil will not be prevented from participating in PE solely because their family cannot afford the required kit. The Academy will work with the family to provide appropriate support. Current statutory guidance states that uniform costs must not become a barrier to participation in school activities.

Phased Introduction of Aspire-Branded PE Kit

For the 2026/27 academic year:

- **Years 7 and 8:** Pupils must wear one approved Aspire-branded PE lower garment, selected from the permitted Aspire PE shorts, tracksuit bottoms or leggings.
- **Years 9, 10 and 11:** Pupils may wear approved Aspire PE bottoms or permitted plain black, unbranded jogging bottoms, tracksuit bottoms or fully opaque sports leggings.

The Academy will extend the compulsory Aspire-branded PE-bottom requirement progressively, with Years 7–9 included from September 2027, Years 7–10 from September 2028 and all year groups from September 2029.

Pupils are required to have only one approved PE lower garment, not every available style.

Optional Aspire PE Quarter-Zip

The school-crested Aspire PE quarter-zip is optional and is not a compulsory purchase.

Pupils who choose to wear the approved Aspire PE quarter-zip may wear it over their PE kit when arriving at school and moving around the Academy.

Pupils who do not have the Aspire PE quarter-zip must wear their compulsory Academy blazer over their approved PE kit when arriving at school and moving around the Academy.

Unbranded quarter-zips, hoodies and alternative sports tops are not part of the Academy's standard approved PE uniform.

No pupil is required to purchase an additional PE outer layer.

Relevant medical needs, SEND, disability, financial circumstances and reasonable adjustments will be considered in accordance with the Academy's Uniform and Behaviour Policies.

Financial Hardship, Availability and Family Support

Before imposing a sanction, staff will consider whether the uniform issue may be caused by circumstances outside the pupil's reasonable control, including:

- financial hardship;
- an item being unavailable or awaiting delivery;
- sudden damage or loss;
- family or housing circumstances;
- lack of access to clean uniform;
- a medical need;
- SEND or disability;
- religion or belief; or
- another significant or safeguarding circumstance.

Parents or carers experiencing difficulty providing uniform should contact the pupil's **Head of Year** or the Standards Room as soon as possible. The Academy will deal with requests sensitively and may provide:

- temporary loaned uniform;
- donated or second-hand items;
- access to available hardship support;
- a short-term agreed arrangement; or
- another appropriate solution.

Pupils who cannot comply because of financial hardship will not be denied classroom teaching, breaktime or participation in school life for that reason. The updated statutory cost guidance

requires schools to take a considerate approach where financial hardship is suspected and states that affordability must not become a barrier to attendance or participation.

Equality, SEND and Reasonable Adjustments

Uniform expectations apply to all pupils, but the Academy will consider individual variations where required to avoid unlawful discrimination. Before taking disciplinary action, staff will consider whether the pupil requires an exception, adaptation or reasonable adjustment because of:

- disability;
- SEND;
- a medical condition;
- sensory needs;
- religion or belief;
- race or cultural requirements;
- sex;
- gender reassignment;
- pregnancy; or
- another relevant individual circumstance.

Possible adjustments may include:

- an alternative fabric or fastening;
- different footwear;
- an adapted item;
- an alternative approved uniform option;
- additional time or privacy to change;
- an agreed exception supported by medical or professional advice; or
- another arrangement approved by the Academy.

Adjustments will be authorised and recorded by an appropriate senior leader, SENCO or designated member of staff. The July 2026 DfE guidance requires schools to consider necessary individual variations and make reasonable adjustments for disabled pupils.

Sending a Pupil Home or Suspension

The Academy will normally seek to resolve uniform concerns on site by providing temporary uniform where available, contacting parents or carers, considering any reason for non-compliance that may be outside the pupil's control, and agreeing appropriate support or reasonable adjustments where required.

A pupil will not be sent home informally, prevented from attending the Academy or required to remain at home for disciplinary reasons solely because they do not have the correct uniform or because suitable loan uniform is unavailable.

Where behaviour associated with uniform non-compliance is sufficiently serious that suspension is being considered, only the Headteacher, or a person formally appointed to act as Headteacher, may make that decision.

Any decision to suspend must be lawful, reasonable, fair and proportionate and must follow the full statutory suspension process.

For the avoidance of doubt, any occasion on which a pupil is required to leave the Academy, or is prevented from attending, for disciplinary reasons constitutes a suspension, even where this is for only part of the school day. Such arrangements will not be treated as an informal or unofficial sanction.

Reference basis: Department for Education, *Developing School Uniform Policy*, 2026; Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024; and Department for Education, *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement*, July 2026.

Parent and Carer Responsibilities

Parents and carers are expected to:

- ensure their child has the correct uniform and PE kit;
- check that uniform is clean, suitable and ready each evening;
- ensure pupils arrive fully dressed and prepared;
- return borrowed Academy items promptly;
- contact the Head of Year where there is a financial, medical, SEND or other barrier;
- avoid allowing Standards Room support to become a routine source of daily uniform; and
- work constructively with the Academy where concerns are identified.

The Academy will communicate concerns clearly, offer appropriate support and apply consequences fairly and consistently.

Related Policies and Guidance

This section must be read alongside the Academy's:

- Uniform Policy;
- Behaviour Escalation Ladder;
- Standards Room procedures;
- Detention procedures;
- Impact Provision procedures;
- SEND Policy;
- Equality Policy;
- Attendance Policy; and
- Searching, Screening and Confiscation procedures.

Reference basis:

- Department for Education, *Developing School Uniform Policy*, updated 8 October 2026.
- Department for Education, *Cost of School Uniforms: Statutory Guidance*, updated 6 July 2026.
- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024.
- Equality Act 2010.
- Human Rights Act 1998.
- Education Act 1996, as amended by the Children's Wellbeing and Schools Act 2026.

Internal Truancy: Every Lesson Matters

Every pupil at Aspire Academy is expected to attend every timetabled lesson, registration period, intervention and other required educational activity promptly.

Being present and punctual reflects our core expectations:

- **Be Ready** — arrive promptly, equipped and prepared to learn.
- **Be Respectful** — value teaching time and the learning of others.
- **Be Safe** — remain in the correct supervised location throughout the school day.

Internal truancy removes the pupil from education, causes concern about their whereabouts and may place the pupil or others at risk. The Academy will therefore respond promptly whenever a pupil is absent from an expected lesson or supervised location.

"When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy."

— Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, page 15.

Meaning of internal truancy

Internal truancy is the Academy's term for a pupil deliberately and without permission:

- failing to attend a timetabled lesson or required activity;
- avoiding or hiding from a lesson;
- remaining in an unauthorised area instead of attending lessons;
- wandering or loitering during lesson time;
- attending another room or activity without authorisation;
- deliberately arriving so late that a significant part of the lesson is missed; or
- refusing to return to the correct lesson when directed.

A pupil will not be recorded as having committed internal truancy merely because they are temporarily absent from a lesson. Staff must first establish the pupil's whereabouts and consider the reason for the absence.

Important distinctions

Circumstance	Meaning and response
Internal truancy	The pupil deliberately misses or avoids a lesson or required activity without permission. Once established, this will normally result in a senior extended detention from **3.00pm to 5.30pm**.
Lesson lateness	The pupil attends the lesson but arrives late. The reason, length and frequency of the lateness will be considered. Minor or isolated lateness will be addressed under the Transitions and Behaviour Escalation procedures. Once established, this will normally result in a senior extended detention from **3.00pm to 5.30pm**.
Significant or deliberate lesson avoidance	The pupil deliberately delays attending, hides, loiters or arrives after missing a significant part of the lesson. This may be treated as internal truancy after the circumstances have been established.
Walk-out	The pupil attends the lesson but subsequently leaves without permission or refuses to remain. This is normally recorded as **C4 — serious disruptive conduct** and normally results in an extended detention from **3.00pm to 4.30pm**.
Authorised absence from a lesson	The pupil is attending an approved intervention, medical appointment, SEND provision, pastoral meeting, examination, Academy activity or another authorised location. This is not internal truancy.
Emergency or welfare-related departure	The pupil leaves because of an urgent medical, safeguarding, sensory or welfare concern. Staff will establish the circumstances before deciding whether any behaviour response is appropriate.

Internal Truancy Alert

Where a pupil is not present within **four minutes of the lesson starting**, and the teacher has not been informed that the pupil is in an authorised location, the teacher will activate the **Internal Truancy Alert** on the Academy's behaviour-management system.

The four-minute point is:

- an operational threshold for alerting the On-Call Team;
- not an additional four-minute allowance for pupils to reach lessons;
- not automatic proof that the pupil has deliberately truanted; and
- not, by itself, an automatic trigger for a sanction.

The teacher will:

1. check that the pupil is expected in the lesson;
2. confirm that the pupil has not already arrived or been authorised elsewhere;
3. mark the lesson register accurately;
4. activate the Internal Truancy Alert; and
5. record any relevant information, including whether the pupil was seen nearby or had previously attended and left.

Immediate On-Call response

The Internal Truancy Alert will trigger an immediate On-Call or Behaviour Team response.

Staff will:

1. check the pupil's timetable and known authorised locations;
2. check whether the pupil is with the Attendance Team, SEND Team, medical staff, pastoral staff, Behaviour Team or another authorised member of staff;
3. seek to locate the pupil promptly;
4. establish whether there is an immediate safeguarding, welfare or medical concern;
5. return the pupil to learning or another appropriate supervised location;
6. obtain the pupil's account;
7. record where the pupil was found and the reason given; and
8. communicate the outcome to the relevant teacher, Head of Year or Behaviour Team.

The priority is first to establish that the pupil is safe. A sanction will be considered only after the pupil's whereabouts and the relevant circumstances have been established.

Pupil not located

Where a pupil cannot be located promptly, or there is reason to believe that the pupil may have left the site or may be at risk, staff will immediately follow the Academy's **Missing Pupil and Child Protection and Safeguarding procedures**.

This may include:

- notifying the Behaviour Team and a senior leader;
- notifying the Designated Safeguarding Lead or a deputy;
- checking the Academy site and available records;
- establishing when and where the pupil was last seen;
- contacting the pupil's parent or carer;
- assessing the pupil's vulnerability and level of risk; and
- taking further action under the Academy's missing-pupil procedure.

The behaviour-sanction process will not delay action required to locate and safeguard a pupil. KCSIE 2026 states that repeated or prolonged absence from education can be an important warning sign of safeguarding concerns, including neglect and exploitation.

Establishing whether internal truancy occurred

Before confirming that a pupil has committed internal truancy, an authorised member of staff will consider:

- the pupil's account;
- the lesson register and timetable;
- where the pupil was found;
- how long the pupil was absent;
- whether the pupil had permission to be elsewhere;
- whether the pupil attempted to reach the lesson;
- any relevant witness or staff information;

- whether the pupil was following an agreed support or reasonable-adjustment arrangement; and
- whether there was a safeguarding, medical, SEND, disability, bullying, emotional-health or other significant reason.

An immediate safety response may take place before the full circumstances are known. However, the sanction will not be confirmed solely because the Internal Truancy Alert was activated.

Standard consequences

Confirmed behaviour	Normal consequence
Deliberate internal truancy or lesson avoidance	A same-day **senior extended detention from 3.00pm to 5.30pm**. The pupil will complete missed learning, structured reflection and work to reset expectations.
Significant deliberate lesson lateness amounting to avoidance	May be treated as internal truancy and result in the senior extended detention from **3.00pm to 5.30pm**, following individual review.
Walk-out from a lesson without permission	Normally recorded as **C4** and followed by the published extended detention from **3.00pm to 4.30pm**.
Walk-out followed by deliberate avoidance of the lesson or On-Call Team	The separate behaviour will be reviewed. Where internal truancy is established, the senior extended detention until **5.30pm** may apply instead of, rather than automatically in addition to, the C4 detention.
Minor or isolated lesson lateness	Addressed under the Behaviour Escalation Ladder and Transitions procedures. It will not automatically result in the internal-truancy sanction.
Repeated internal truancy	The published consequence will apply to each established incident, together with parent or carer contact and a wider behaviour, attendance and support review.

Each incident will be recorded once at the highest applicable level. A pupil will not normally receive two overlapping detentions for the same continuous incident.

Senior extended detention

Where internal truancy is established, the pupil will normally serve a same-day senior extended detention from 3.00pm to 5.30pm in Impact or another designated supervised provision.

During the detention, the pupil will:

- complete meaningful work from the missed lesson or lessons;
- complete structured reflection on the reasons for the truancy;
- consider the effect of missed learning;
- identify what they will do differently;
- receive support to address any identified barrier; and
- prepare to return successfully to lessons.

The period after the normal end of the school day is a detention. It is separate from any school-day classroom-removal or Impact placement.

Parents or carers will be informed as soon as practicable. Before the detention is confirmed, staff will consider:

- the pupil's age and safety;
- safeguarding information;
- SEND, disability and communication needs;
- medical needs or appointments;
- caring responsibilities;
- religious requirements;
- safe travel arrangements; and
- any other relevant circumstance.

Where remaining until 5.30pm cannot safely or reasonably take place, an authorised senior leader will determine an appropriate alternative arrangement. DfE guidance permits same-day and after-school detention without parental consent where the sanction is published, reasonable and safe.

Walk-outs from lessons

A walk-out occurs where a pupil enters or attends a lesson but then:

- leaves without permission;
- refuses a reasonable instruction to remain;
- leaves while a member of staff is attempting to address their behaviour; or
- fails to return following an agreed brief step-out or regulation break.

A walk-out will normally be addressed as **C4 — serious disruptive conduct** because it disrupts learning and creates a concern about the pupil's whereabouts.

Staff will:

1. activate On-Call support;
2. avoid leaving the remainder of the class unsupervised;
3. provide the pupil's direction of travel and relevant information;
4. ensure that the pupil is located and their welfare checked;
5. establish why the pupil left;
6. record the exact instruction and response; and
7. apply the C4 consequence where the conduct was deliberate and unauthorised.

A pupil who leaves because of an urgent medical, safeguarding or welfare concern will not automatically receive a C4 consequence. Staff will establish the circumstances and consider any required support or reasonable adjustment.

SEND, disability and reasonable adjustments

High expectations for lesson attendance apply to all pupils. Before imposing a sanction, staff will consider whether the pupil's absence or walk-out may be related to:

- SEND or disability;
- sensory overload;
- communication difficulties;
- anxiety or emotional dysregulation;
- a medical condition;
- difficulty navigating transitions;
- an agreed regulation break;
- an inaccessible lesson or task;

- bullying or fear of another pupil;
- a failure to implement agreed provision; or
- another unmet need.

Reasonable adjustments may include:

- a supported transition;
- an agreed route between lessons;
- visual timetables or prompts;
- access to a named adult;
- a time-limited regulation arrangement;
- altered communication;
- a safe and supervised check-in point; or
- another adjustment authorised by the SENCO or relevant leader.

An identified need does not automatically remove responsibility for attending lessons. It may, however, affect how the pupil is supported, how the incident is understood and how any consequence is delivered. DfE behaviour guidance requires schools to consider whether SEND contributed to behaviour and whether reasonable adjustments or additional support are required.

Persistent or repeated internal truancy

Repeated internal truancy will trigger a joint behaviour, attendance and pastoral review rather than repeated sanctions alone.

The review will consider:

- the lessons, subjects, times and locations involved;
- the pupil's account and views;
- attendance and punctuality;
- relationships with staff and peers;
- bullying or safeguarding concerns;
- SEND, disability, communication and medical needs;
- mental-health or emotional-wellbeing concerns;
- whether reasonable adjustments and agreed provision are being implemented;
- family or transport circumstances;
- the effectiveness of previous consequences and support; and
- the impact on the pupil's education and safety.

Possible next steps may include:

- direct parent or carer contact;
- a punctuality or lesson-attendance report;
- Head of Year or Behaviour Team monitoring;
- a Behaviour Support Plan;
- mentoring or a trusted-adult check-in;
- Hive intervention;
- SENCO review;
- safeguarding or pastoral intervention;
- a supported transition plan;
- risk assessment;

- external-agency involvement; or
- another lawful and proportionate response.

National attendance guidance requires schools to identify patterns, understand barriers and work with pupils and families to improve attendance rather than relying on sanctions alone.

Parent and carer communication

Parents or carers will be informed when:

- an internal-truancy sanction is imposed;
- a pupil repeatedly misses or avoids lessons;
- a walk-out creates a significant safety or welfare concern;
- a report or support plan is introduced; or
- the Academy requires information or support to address an emerging pattern.

Parents and carers are expected to:

- reinforce the importance of attending every lesson;
- share relevant medical, SEND, safeguarding or family information;
- support the pupil in completing sanctions and interventions;
- attend or participate in review meetings where reasonably possible; and
- work with the Academy to remove barriers to lesson attendance.

A pupil's return to ordinary lessons will not be made conditional solely on a parent attending a meeting.

Internal lesson absence will be tracked through the Academy's lesson-register and behaviour systems. It is separate from the statutory morning and afternoon attendance codes, which will continue to be completed in accordance with the Academy's Attendance Policy and national attendance framework.

Leaders will analyse internal-truancy data to identify patterns involving:

- individual pupils;
- year groups;
- subjects or lessons;
- times and locations;
- repeated walk-outs;
- pupils with SEND or disabilities;
- pupils with safeguarding or pastoral vulnerabilities; and
- whether existing interventions are effective.

Core expectation

Every pupil is expected to attend every lesson and remain in the correct supervised location.

The Academy will act promptly when a pupil is missing from learning. It will:

- locate and safeguard the pupil;
- establish what has happened;

- listen to the pupil's account;
- apply the published consequence where internal truancy is deliberate;
- provide missed education;
- identify and address genuine barriers; and
- take further action where a pattern continues.

Internal truancy is a serious behaviour concern because every lesson matters. High expectations will be applied firmly, fairly and with proper consideration of each pupil's circumstances.

References and related policies
This section should be read alongside:

- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, particularly pages 13–20.
- Department for Education, *Keeping Children Safe in Education 2026*, particularly paragraphs 219–221; effective from 1 September 2026.
- Department for Education, *Working Together to Improve School Attendance*, July 2026.
- Equality Act 2010.
- Children and Families Act 2014.
- Aspire Academy Child Protection and Safeguarding Policy.
- Aspire Academy Missing Pupil procedures.
- Aspire Academy Attendance Policy.
- Behaviour Escalation Ladder.
- Detention procedures.
- Impact Provision procedures.
- SEND Policy and individual pupil support plans

Transitions – Moving with Pride, Purpose, and Professionalism

At Aspire Academy, every transition between lessons or spaces is an opportunity to demonstrate our Golden Culture. Whether in corridors, on stairs, or at breaktimes, we expect students to embody our core values:

- **Be Ready** – move promptly, arrive prepared
- **Be Respectful** – follow instructions, greet politely
- **Be Safe** – move calmly, avoid crowding, and stay supervised

Expectations During Transitions
All students must:

- **Walk in single file** on the **left-hand side** of all corridors and stairways
- **Move directly and promptly** to lessons — no lingering, no off-task behaviour
- **Follow staff instructions immediately**
- **Respond to staff greetings** with "Good morning/afternoon"
- **Blazers and PE-Day Uniform:** On normal uniform days, pupils must wear their compulsory Academy blazer correctly during all transitions.
- On timetabled PE days, pupils may wear the approved school-crested Aspire PE quarter-zip over their PE kit instead of their blazer. Pupils who do not have the Aspire PE quarter-zip must wear their compulsory Academy blazer over their approved PE kit when moving around the Academy.
- Pupils may remove their blazer during classroom lessons with their teacher's permission. Blazers must be put back on before leaving the classroom, unless the pupil is wearing the approved Aspire PE quarter-zip or an authorised exception applies.
- Temporary whole-school adjustments authorised by the Headteacher or Senior Leadership Team, and individual reasonable adjustments, will be respected.
- **Keep jackets off inside** the main building

"Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning."
— DfE, Behaviour in Schools Guidance, February 2024

Staff Supervision During Transitions
All staff have assigned supervision points during lesson changeovers. Staff responsibilities include:

- Greeting pupils warmly
- Reminding pupils of movement and uniform expectations
- Monitoring for safety and order
- Issuing consequences if expectations are not met

Sanctions: When Expectations Are Not Met
If a student fails to meet transition expectations — such as:

- Running or pushing
- Refusing to wear correct uniform
- Ignoring staff

- Loitering or disrupting the flow of movement

The following process applies:

1. **First instance**: A calm **verbal correction** is issued and the pupil is asked to stop and comply.
2. **If the behaviour continues**: The student will be asked to stand beside the staff member for a **brief reset**.
3. **If they continue to ignore or escalate**: An **Unstructured consequence** will be issued.

Escalation for Repeated Incidents

To maintain a calm and safe scholarly culture, patterns of poor conduct during social times or transitions are escalated immediately. If a pupil is involved in two (Unstructured) behaviour incidents within the same week:

- **Extended After-School Detention:** A **Same Day Extended Detention (3:00–4:30pm)** will be issued.
- Up to three supervised lunchtime sessions may also be applied where this is considered appropriate and proportionate.
- **Reintegration into Social Areas:** During this period, the student will remain in a supervised, structured setting (e.g. Impact or supervised lunchtime provision). **Return to general social areas must be authorised by the Head of Year or a member of SLT** once the agreed period has been completed.

Why Transitions Matter

Corridor behaviour reflects:

- Our commitment to high standards
- Respect for shared space and others' learning
- Readiness for the next part of the day

"Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning." (DfE, 2024, p. 4)

Toilet Policy – Compassion and High Expectations

Aspire Academy is committed to providing safe, clean and appropriately supervised toilet facilities while protecting learning time and maintaining orderly movement around the Academy.

Our approach is based on the following principles:

- pupils should normally use toilets before school, during break, during lunchtime and during permitted transition periods;
- urgent or genuine toilet needs will be responded to promptly and discreetly;
- no pupil will be denied urgent access to an available toilet;
- pupils with medical conditions, disabilities, SEND, menstruation-related needs, pregnancy or temporary health needs will receive appropriate support and reasonable adjustments;
- staff will not require pupils to disclose sensitive medical or personal information publicly;
- toilets must be used safely, respectfully and for their intended purpose; and
- misuse of toilet arrangements will be addressed separately from the pupil's immediate physical need.

Suitable pupil toilets must be provided and located so that pupils can access them while allowing appropriate informal staff supervision without compromising privacy.

"Routines should be used to teach and reinforce the behaviours expected of all pupils."

— Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, page 10.

Pupil responsibilities

Pupils are expected to:

- use the toilet before school, during their allocated break or lunchtime and during permitted transition periods;
- plan ahead wherever reasonably possible;
- use the nearest designated open toilet;
- follow staff directions and the published shutter timetable;
- move directly to and from the toilet;
- return promptly to Form or lessons;
- keep toilet facilities clean and undamaged;
- respect the privacy, dignity and safety of others;
- avoid gathering, loitering, eating or socialising in toilets; and
- use a toilet pass honestly and only for its intended purpose.

Using a toilet does not extend the normal transition period. Pupils remain responsible for arriving at their lesson on time unless an urgent, medical or other accepted circumstance has delayed them.

Routine access outside lessons

The main opportunities for routine toilet use are:

- before the start of the Academy Day;
- during the pupil's allocated break;
- during the pupil's allocated lunchtime;

- during approved transition periods where the relevant toilets are open; and
- at the end of the school day.

Pupils should not wait until a lesson begins where they have had a reasonable opportunity to use an open toilet immediately beforehand.

However, a previous opportunity to use a toilet will not be treated as a reason to refuse access where the pupil presents with an urgent, genuine, medical or welfare-related need.

Toilet access during lessons

Pupils should remain in lessons wherever reasonably possible. Lesson-time toilet access will normally be permitted where:

- the pupil holds an authorised permanent or temporary toilet pass;
- the pupil has an agreed healthcare, SEND or reasonable-adjustment arrangement;
- the pupil has an urgent or immediate need;
- the pupil is menstruating and requires access;
- the pupil is experiencing illness or unexpected symptoms; or
- the member of staff considers that refusing or delaying access would be unreasonable.

A pupil without a pass may still be allowed to leave where the teacher considers that the need is urgent or genuine.

Where permission is given, the pupil must:

1. follow the teacher's instruction;
2. use the designated open toilet;
3. travel directly there and back;
4. avoid meeting or waiting for other pupils; and
5. return to learning promptly.

Teachers should manage requests calmly and discreetly. Pupils must not be required to explain intimate medical, menstrual or personal details in front of the class.

Recording lesson-time toilet access

Lesson-time toilet exits may be recorded on Class Charts so that the Academy can:

- safeguard pupils who leave lessons;
- identify pupils who may require medical, pastoral or SEND support;
- identify repeated loss of learning;
- monitor the appropriate use of passes; and
- communicate relevant patterns to parents and carers.

The record of a toilet visit is not, by itself, a negative behaviour entry or sanction.

Where a pattern of frequent lesson-time use emerges, an appropriate member of staff may speak privately with the pupil and contact the parent or carer. The purpose will be to establish whether there is:

- a medical or continence concern;
- menstruation-related difficulty;
- anxiety or emotional distress;
- lesson avoidance;
- bullying or a safeguarding concern;
- an unmet SEND or sensory need; or
- another barrier requiring support.

Sensitive medical information will be recorded and shared only with staff who need it to support the pupil.

Urgent access

Where a pupil communicates that their need is urgent, staff will normally permit them to use the nearest available toilet without unnecessary delay.

The immediate need will be addressed before any concern about the pupil's conduct, pass or previous toilet use is investigated.

Urgent access may include circumstances involving:

- diarrhoea, vomiting or sudden illness;
- urinary urgency or infection;
- continence difficulties;
- menstruation or unexpected bleeding;
- pregnancy-related needs;
- a known medical condition;
- significant pain;
- a side effect of medication; or
- another immediate welfare concern.

Where the pupil appears unwell or distressed, staff will follow the Academy's medical, first-aid or safeguarding procedures as appropriate.

Permanent toilet passes

A permanent toilet pass may be authorised where a pupil has a long-term medical condition, disability, SEND or another continuing need requiring flexible access.

Arrangements will normally be agreed through the Attendance Office, SENCO, pastoral team or staff responsible for supporting pupils with medical conditions.

The Academy may consider:

- information from the pupil and parent or carer;
- medical or professional evidence;
- an individual healthcare plan;
- an Education, Health and Care plan;
- SEND records;
- previous medical history; and
- the nature, frequency and urgency of the pupil's needs.

The Academy will not necessarily wait for a formal diagnosis before providing appropriate interim support. Current statutory guidance states that schools do not have to wait for a diagnosis before making support arrangements and should use the available evidence and consultation with parents.

A permanent pass will normally record:

- the pupil's name;
- the agreed access arrangements;
- any relevant staff instructions;
- the date of authorisation;
- the review date; and
- the member of staff responsible for review.

Pupils with permanent passes should still use social times where reasonably possible, but they will not be expected to delay access where this would conflict with their medical or individual needs.

"Pupils at school with medical conditions should be properly supported so that they have full access to education."

— Department for Education, *Supporting Pupils at School with Medical Conditions*, December 2015, page 4.

Temporary toilet passes

A temporary toilet pass may be issued where a pupil has a short-term or changing need, including:

- a urinary tract infection;
- an upset stomach or temporary illness;
- medication causing increased toilet use;
- heavy, painful or unpredictable menstruation;
- recovery from a medical procedure;
- pregnancy-related needs; or
- another temporary health or welfare circumstance.

Temporary passes may be issued by authorised Attendance, pastoral, SEND or medical staff, including the locally designated members of staff named in the Academy's operational procedures.

The pass will:

- state its start and expiry date;
- identify any particular arrangement required;
- be reviewed or extended where necessary; and
- be removed from active records when it expires.

A pupil will not be refused urgent access merely because a temporary pass has expired or is not physically available. Staff will meet the immediate need and then refer the pupil for review.

Reasonable adjustments and individual healthcare arrangements
Some pupils may require adjustments to the standard toilet routine, including:

- access during lessons without delay;
- use of an accessible or individual toilet;
- access to a toilet on a different floor;
- additional travel time;
- discreet communication with staff;
- permission to carry sanitary, continence or medical supplies;
- permission for a trusted adult to support them;
- access during shutter-closure periods; or
- another arrangement recorded in an individual plan.

Where a school arrangement places a disabled pupil at a substantial disadvantage, the Academy must take reasonable steps to avoid that disadvantage.

Accessible toilets will remain available for pupils whose medical, disability or recorded support arrangements require them. They must not be treated as general overflow toilets where this would prevent or delay access for pupils who need them.

Daily toilet shutter system
The B Floor and C Floor toilet shutters are used to manage pupil movement safely and consistently during split breaks, split lunchtimes and other high-traffic periods.

When B and C Floor shutters are closed:

- pupils will be directed to designated toilets on A Floor or in D Block;
- urgent toilet access will still be provided;
- pupils with agreed accessible-toilet arrangements will continue to receive access;
- staff will communicate clearly which facilities are open;
- pupils must not wait outside, interfere with or attempt to pass closed shutters; and
- the shutters will be reopened only by authorised staff.

The purpose of the shutter system is to concentrate staff supervision, manage movement and maintain calm and safe facilities. It is not intended to prevent pupils from using a toilet.

Daily toilet shutter timetable

Time	Applies to	B and C Floor shutters	Pupil access and alternative toilets
10.45am–11.15am	KS3 break: Years 7, 8 and 9	**Closed**	Years 7–9 must not use B or C Floor toilets. Pupils should use the designated **A Floor toilets**. Pupils in Period 2 lessons in D Block should use the D Block toilets before moving to the main building.
10.45am–12.15pm	KS4 break: Years 10 and 11	**Closed**	Years 10 and 11 must not use B or C Floor toilets during the closure. Pupils should use the designated **A Floor toilets**. Pupils in Period 3 lessons in D Block should use the D Block toilets before moving to the main building.
12.55pm–2.10pm	Split Dinner A and Dinner B: Years 7, 10 and 11; Years 8 and 9	**Closed**	Pupils should use the designated **A Floor or D Block toilets** during the **first 15 minutes of their allocated lunchtime only**, unless urgent access, a pass or an individual arrangement applies. Pupils must not be directed to closed B or C Floor toilets.
2.10pm–2.50pm	Afternoon controlled access	**Open**	B and C Floor toilets may be used as directed, together with the designated A Floor or D Block facilities. Lesson-time access remains subject to the arrangements in this policy.
2.50pm–next Academy day	End of day and overnight	**Closed**	B and C Floor toilets are closed. Pupils requiring a toilet while leaving the site may use the designated **A Floor toilet**, where directed. Urgent and individual access arrangements continue to apply.

Before and after movement periods

Shutters must be lowered before pupils leave lessons for a break or lunchtime and should remain down until the relevant movement window has been completed.

This prevents pupils from:

- entering facilities that are about to close;
- being left behind shutters;
- gathering outside closed toilets;
- moving against the directed flow of pupils; or
- receiving inconsistent instructions from different staff.

Staff must direct pupils to an available alternative rather than simply stating that a toilet is closed.

Lunchtime access

During each pupil's allocated lunchtime, routine toilet use should normally take place during the first 15 minutes.

This supports orderly movement and ensures pupils attend their designated dining or social area promptly.

The 15-minute expectation will not override:

- urgent need;
- an agreed medical or toilet pass;
- disability or SEND-related access;
- menstruation;
- pregnancy;
- temporary illness;
- a safeguarding concern; or
- another reasonable individual circumstance.

Pupils who require access after the first 15 minutes will be directed to the appropriate available facility.

Four-minute lesson transitions

Where toilets are open during the five-minute movement period between lessons, pupils may use them provided they can do so promptly and arrive ready for the next lesson.

Pupils must:

- use the nearest designated open facility;
- avoid waiting for friends;
- leave the toilet immediately after use;
- move directly to their next lesson; and
- arrive within the normal transition time.

Using the toilet during transition does not create an automatic exemption from lesson lateness. Staff will, however, consider urgent, medical and other individual circumstances before deciding that a lateness sanction is appropriate.

Misuse of toilet routines or passes

Examples of possible misuse include:

- using a toilet pass to avoid or delay attending lessons;
- travelling to a toilet other than the designated available facility without a valid reason;
- meeting or waiting for other pupils;
- remaining in the toilets significantly longer than reasonably necessary;
- sharing or altering a pass;
- entering a closed or prohibited area;
- interfering with shutters;
- refusing to leave when directed;
- vaping, eating or engaging in prohibited conduct;
- damaging facilities; or

- intimidating, bullying, filming or harassing another pupil.

Where misuse is suspected:

1. any immediate toilet or medical need will be met first;
2. the facts and the pupil's account will be established;
3. relevant CCTV, staff information or other evidence may be considered lawfully;
4. SEND, disability, medical and safeguarding information will be reviewed;
5. the pass or access arrangement may be reviewed; and
6. any behaviour consequence will be imposed separately and proportionately.

A pass will not be removed merely as punishment where the pupil continues to have a genuine medical or disability-related need. The Academy may revise how the pass operates or provide additional supervision and support.

Behaviour concerns in toilets

Behaviour in toilets is subject to the same Academy expectations as behaviour elsewhere.

Depending on seriousness, conduct may be addressed under the Behaviour Escalation Ladder, safeguarding procedures, searching and confiscation procedures or the Anti-Bullying Policy.

Serious concerns include:

- vaping or possession of prohibited substances;
- violence or threats;
- discriminatory abuse;
- sexual harassment or harmful sexual behaviour;
- bullying or intimidation;
- deliberate damage;
- filming, photography or use of mobile phones;
- climbing over or forcing shutters;
- setting off alarms or causing flooding; and
- preventing another pupil from accessing or leaving the facilities.

Where behaviour may constitute child-on-child abuse or another safeguarding concern, the Designated Safeguarding Lead or a deputy must be informed immediately. Safeguarding action will not be delayed or replaced by a behaviour sanction.

Damage and vandalism

Deliberate damage to toilets, shutters, fixtures or sanitary facilities is a serious breach of the Behaviour Policy.

The Academy may:

- secure the area to protect safety;
- investigate the incident;
- apply an appropriate C4 or C5 response;
- contact parents or carers;
- seek payment for deliberate damage where lawful and appropriate;
- make a safeguarding or police referral where required; and

- provide restorative or educational intervention.

The Academy will avoid closing all reasonable toilet access to a year group as a collective punishment because of damage caused by unidentified pupils. Where a facility must close for safety or repair, a suitable alternative will be identified and communicated.

Menstruation and sanitary needs
Pupils who are menstruating will be treated with dignity and sensitivity.

They may request:

- urgent toilet access;
- access to sanitary products;
- temporary flexible access;
- support following leakage or unexpected bleeding;
- use of an appropriate private facility; or
- contact with a parent or carer where necessary.

A pupil will not be required to prove publicly that they are menstruating or disclose personal details to classmates.

Sanitary products will be available through designated Academy staff or locations.

Parent and carer responsibilities

Parents and carers should:

- inform the Academy of medical, continence or other needs affecting toilet access;
- provide relevant and current information where available;
- contribute to individual healthcare or support plans;
- inform the Academy when a temporary condition arises;
- encourage appropriate and responsible use of toilet arrangements; and
- contact the Attendance Office, SENCO or Head of Year where concerns arise.

Parents will be informed where repeated lesson-time use or misuse creates a concern. Sensitive health information will be managed confidentially.

Staff responsibilities

Staff must:

- know which toilets are open at each point in the day;
- direct pupils to an available alternative when shutters are closed;
- permit urgent access without unnecessary delay;
- follow permanent and temporary pass arrangements;
- avoid public questioning about intimate needs;
- record lesson-time use accurately where required;
- remain alert to safeguarding, medical and SEND concerns;
- avoid treating the use of an authorised adjustment as misbehaviour;
- report defects, damage or hygiene concerns promptly; and
- ensure no pupil is accidentally left within a toilet area when shutters are lowered.

Staff supervising movement periods should maintain visible and appropriate oversight while respecting pupils' privacy.

Monitoring and review

The Academy will monitor:

- lesson-time toilet use;
- permanent and temporary pass arrangements;
- repeated urgent requests;
- incidents of misuse;
- safety, damage and safeguarding concerns;
- the availability and cleanliness of alternative facilities;
- pupil movement during shutter closures;
- access for pupils with disabilities or medical needs; and
- feedback from pupils, parents and staff.

Where repeated use indicates a possible unmet need, the Academy may arrange a pastoral, SEND, safeguarding or medical review.

The shutter timetable will be reviewed where:

- alternative toilets are unavailable;
- pupil movement creates a safety concern;
- pupils experience unreasonable waiting or travel distances;
- an accessible facility cannot be reached promptly;
- the routine disproportionately disadvantages a group of pupils; or
- operational evidence shows that the arrangements need to change.

Core commitment

Aspire Academy expects pupils to use toilet facilities responsibly and, wherever possible, at the published times.

In return, the Academy will:

- maintain suitable and accessible facilities;
- provide clearly identified alternatives during shutter closures;
- respond compassionately to urgent need;
- protect dignity and privacy;
- support medical, disability, SEND and menstruation-related needs;
- safeguard pupils who leave lessons;
- address misuse fairly and proportionately; and
- ensure that toilet arrangements support rather than obstruct pupils' access to education.

References and related policies

This section should be read alongside:

- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024.

- Department for Education. (2015). *Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England*. GOV.UK. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
- Department for Education, *Advice on Standards for School Premises*.
- Department for Education, *Equality Act 2010: Advice for Schools*.
- Equality Act 2010.
- Children and Families Act 2014, section 100.
- School Premises (England) Regulations 2012.
- Child Protection and Safeguarding Policy.
- Supporting Pupils with Medical Conditions Policy.
- SEND Policy and SEND Information Report.
- First Aid and Medical Support procedures.
- Behaviour Escalation Ladder.
- Anti-Bullying Policy.
- Searching, Screening and Confiscation procedures.

First Aid & Medical Support

Medical needs are not behaviour breaches. Aspire Academy will ensure that pupils can seek first aid or medical support when they reasonably believe that help is needed.

The Academy will:

- respond promptly to illness, injury and medical emergencies;
- follow individual healthcare plans and emergency-care instructions;
- ensure that appropriately trained staff provide medical support;
- make reasonable adjustments for disability, SEND and medical conditions;
- protect pupils' dignity and confidentiality;
- avoid delaying urgent care while investigating possible misuse; and
- address any deliberate misuse separately, only after the pupil's health and safety have been assessed.

"Pupils at school with medical conditions should be properly supported so that they have full access to education."

— Department for Education, *Supporting Pupils at School with Medical Conditions*, December 2015, page 5.

The 2015 statutory guidance remains in force while the Department for Education considers updated guidance. Governing bodies and academy trusts remain responsible for ensuring that suitable arrangements are in place to support pupils with medical conditions.

The First Aid Button

The **First Aid Button** is the Academy's system for requesting urgent medical assistance during a lesson or supervised activity.

It should be used where:

- a pupil requires prompt assessment or treatment;
- it may be unsafe for the pupil to move without assistance;
- the pupil's condition could deteriorate while waiting;
- an individual healthcare plan directs staff to request immediate assistance; or
- the member of staff is uncertain about the seriousness of the situation and considers that medical support is required.

First-aid arrangements must allow immediate help to be given and professional medical assistance or an ambulance to be summoned when appropriate.

Suspected allergy or anaphylaxis

A suspected severe allergic reaction is a medical emergency.

Staff will:

1. follow the pupil's individual healthcare plan or Allergy and Asthma Action Plan;
2. summon a trained first aider and emergency assistance;

3. administer prescribed or authorised emergency medication in accordance with Academy procedures;
4. call 999 where anaphylaxis is suspected;
5. continue to monitor and support the pupil; and
6. inform the parent or carer as soon as practicable.

Statutory allergy-safety guidance published in July 2026 requires academies to identify pupils who need individual healthcare plans, train staff, respond appropriately to allergic reactions and learn from serious incidents and near misses.

Concerns that do not normally require the emergency button
The following concerns will not normally require use of the First Aid Button where the pupil is otherwise well and safe:

- requesting a tissue;
- requesting ordinary drinking water;
- feeling tired without other concerning symptoms;
- a minor ache or mild discomfort;
- a small superficial injury that can safely wait for routine first-aid support;
- requesting to telephone home;
- asking to go home without reporting a specific illness or injury; or
- requesting paracetamol or another medicine without urgent symptoms.

These concerns must not simply be dismissed. Staff should listen to the pupil, consider their presentation and follow the appropriate routine medical-support process.

A request for paracetamol or other medication is not normally an emergency-button matter. Medication may be administered only in accordance with the Academy's **Supporting Pupils with Medical Conditions and Managing Medicines procedures**, including the required consent, authorisation, storage and recording arrangements. Staff who administer medication or undertake a healthcare procedure must have the appropriate information, training and competence.

Classroom response to a medical concern
When a pupil reports feeling unwell during a lesson, the teacher will:

1. listen to the pupil and make an immediate visual and verbal assessment;
2. check any known individual healthcare or emergency arrangements;
3. determine whether urgent assistance is required;
4. activate the First Aid Button where appropriate;
5. ensure that the pupil remains suitably supervised;
6. avoid sending a significantly unwell pupil unaccompanied;
7. provide relevant information to the responding member of staff; and
8. record or report the concern in accordance with Academy procedures.

The teacher will normally remain with and continue to supervise the class while the designated First Aid or On-Call Team responds.

However, where there is an immediate risk to life or serious health and no other suitable adult is present, the teacher must take reasonable emergency action, summon assistance and ensure that the pupil receives prompt care. Maintaining the lesson must never take priority over an immediate medical emergency.

DfE guidance identifies it as unacceptable practice to send a child who becomes ill to the medical room or office unaccompanied where this would be unsuitable.

First Aid and On-Call response

The responding member of staff will:

- attend as promptly as reasonably practicable;
- assess the pupil within the limits of their training;
- follow the pupil's individual healthcare plan where applicable;
- provide appropriate first aid;
- obtain emergency medication or equipment where required;
- seek additional or professional medical assistance;
- contact emergency services where appropriate;
- decide whether the pupil can remain in lessons, requires supervised medical support or may need to leave the Academy;
- arrange parent or carer communication; and
- ensure that the incident and treatment are recorded.

On-Call will prioritise medical emergencies. If there is a short delay and the pupil is stable, the teacher should maintain calm supervision and continue to monitor the pupil.

Where the pupil's condition worsens, staff must update the request, seek immediate assistance or call 999 as appropriate.

Individual healthcare plans

Pupils with significant, long-term, complex or fluctuating medical conditions may have an Individual Healthcare Plan.

The plan should identify, as appropriate:

- the pupil's condition;
- triggers, signs and symptoms;
- ordinary support requirements;
- medication, equipment and storage arrangements;
- what constitutes an emergency;
- the action staff must take;
- which staff require information or training;
- arrangements for lessons, social times and educational visits;
- reasonable adjustments;
- communication with parents and healthcare professionals; and
- contingency arrangements.

Plans will be developed and reviewed in partnership with the pupil, parent or carer and appropriate healthcare professionals. They will normally be reviewed at least annually and earlier where the pupil's needs change.

The Academy does not have to wait for a formal diagnosis before putting appropriate interim support in place. Decisions will be based on the available evidence, consultation with parents and, where appropriate, professional advice.

Access to medication and medical devices

Pupils must be able to access prescribed medication and medical devices promptly where these are required.

This may include:

- asthma inhalers;
- adrenaline auto-injectors;
- diabetes-monitoring and treatment equipment;
- epilepsy medication;
- prescribed pain relief;
- continence supplies; or
- another item identified in an individual healthcare plan.

The Academy will not prevent a pupil from accessing necessary medication at the time and place it is required. DfE statutory guidance identifies preventing easy access to inhalers or medication as unacceptable practice.

Medication will be:

- stored safely but accessibly;
- administered or supervised only by appropriately authorised and trained staff;
- used in accordance with the prescriber's instructions and parental consent arrangements;
- recorded each time it is administered; and
- managed under the Academy's medical-conditions and medicines procedures.

Pupils feeling unwell during social times

Where a pupil begins to feel unwell during break, lunchtime or another unstructured period, they should report promptly to:

- their Head of Year;
- their Caseworker;
- the Behaviour or Pastoral Team;
- the Attendance or Medical Office;
- a first aider;
- an SLT member; or
- the nearest member of staff in an emergency.

The pupil should explain the concern and follow the direction provided.

A pupil who is seriously unwell, injured or experiencing an emergency should seek help from the nearest adult immediately and should not be expected to travel across the Academy to locate a particular member of staff.

Authorising a pupil to leave due to illness

Only an SLT member or another senior member of staff formally delegated by the Headteacher may authorise a pupil to leave the Academy because of illness.

Before authorising departure, staff will normally:

1. ensure that the pupil has been appropriately assessed;
2. consider the pupil's individual healthcare plan;
3. determine whether emergency or professional medical assistance is required;
4. contact the parent or carer;
5. agree safe collection or travel arrangements;
6. sign the pupil out correctly; and
7. record the reason and time of departure.

A pupil will normally be collected by a parent, carer or another adult authorised by the parent.

A secondary-age pupil may be permitted to travel home independently only where:

- the parent or carer has expressly agreed;
- an authorised senior leader considers that this is safe and appropriate;
- the pupil is well enough to travel;
- safeguarding, age, distance and transport arrangements have been considered; and
- the decision is recorded.

A rigid collection rule must not delay emergency treatment. Where an ambulance or urgent medical assistance is required, the Academy will act immediately and contact the parent or carer as soon as practicable.

Pupils must not contact home directly by mobile phone

Pupils who feel unwell must not use a personal mobile phone or smart device to telephone, text or message home without staff permission.

This is necessary so that:

- the Academy can assess the pupil first;
- parents receive accurate information;
- staff know whether the pupil is safe and supervised;
- appropriate medical action can be taken;
- collection arrangements can be controlled; and
- attendance and sign-out records remain accurate.

Parents and carers who need to contact a pupil during the school day must do so through the Academy Office.

"All schools should be mobile phone-free environments by default; anything other than this should be by exception only."

— Department for Education, *Mobile Phones in Schools*, updated June 2026.

The statutory mobile-phone guidance, which schools should follow from 1 September 2026, supports confiscation and detention for policy breaches but requires sanctions to remain proportionate and requires exceptions or reasonable adjustments where a phone is necessary to manage a medical condition.

Unauthorised contact home: consequence

Where a pupil uses a mobile phone to contact home about illness without permission:

1. the pupil's medical or welfare need will be assessed first;
2. appropriate care or parent communication will be arranged;
3. the phone will normally be confiscated under the Academy's Mobile Phone Policy; and
4. the pupil will normally receive the published mobile-phone consequence, including a **3.00pm–4.30pm after-school detention**, where this is reasonable and proportionate.

The consequence applies to the unauthorised use of the phone, not to the pupil reporting that they feel unwell.

Before imposing the consequence, staff will consider whether:

- the pupil reasonably believed that there was an emergency;
- the pupil had been unable to obtain staff assistance;
- the phone was being used under an authorised medical arrangement;
- the phone is linked to a medical device, such as continuous glucose monitoring;
- SEND, disability, communication or anxiety affected the situation;
- there was a safeguarding concern; or
- another exceptional circumstance applies.

Where phone access is required to manage a medical condition, the arrangements will be authorised, clearly defined and recorded as a reasonable adjustment or within the pupil's individual healthcare plan. Preventing medically necessary mobile-phone use may be unreasonable and could breach the Academy's equality or medical-support duties.

Core commitment

Aspire Academy will protect learning time while ensuring that health and safety always take priority.

The Academy will:

- take medical concerns seriously;
- provide prompt and appropriate support;
- maintain clear and predictable procedures;
- follow individual healthcare and emergency plans;
- prevent misuse without discouraging genuine requests for help;
- make appropriate reasonable adjustments;
- communicate with parents and carers; and
- ensure that behaviour consequences are considered only after the pupil's immediate medical needs have been addressed.

Reference basis

- Department for Education, *Mobile Phones in Schools*, statutory guidance, updated 29 June 2026, to be followed by schools from 1 September 2026;
- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024;
- Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022;
- Department for Education, *Supporting Pupils at School with Medical Conditions*, statutory guidance, December 2015;
- Department for Education, *Allergy Safety in Schools*, statutory guidance, July 2026;
- Department for Education, *First Aid in Schools, Early Years and Further Education*, updated February 2022;
- Department for Education, *Keeping Children Safe in Education 2026*, effective from 1 September 2026;
- Children and Families Act 2014, section 100;
- Equality Act 2010, including the duty to make reasonable adjustments;
- Education and Inspections Act 2006, particularly sections 91 and 92; and
- Health and Safety at Work etc. Act 1974, where relevant.

Social Time – Respect, Responsibility & Readiness

At Aspire Academy, mutual respect extends beyond the classroom into every moment of social time. We expect students to maintain the same high standards during breaks, lunch, corridor movement, and travel to and from school.

Expectations During Break and Lunch

During social time, pupils must:

- Avoid dropping litter and respect others' personal space.
- Move promptly within the first 5 minutes to line up on the yard to queue for food in the canteen.
- Remain outside the school building unless attending a pre-arranged club.

Clubs:

- Pupils must have a pass issued by the supervising teacher to attend clubs.
- No pass means no entry—no exceptions.

Prohibited Items and Consequences

The following items are banned during social time:

- Fizzy drinks
- Family-size bags of crisps or sweets
- Energy drinks

These items will be confiscated and returned only to the pupil or their parent/carer at the end of the day.

Mobile Phones and Other Banned Items

Students may use their mobile phones while waiting outside the Academy before the morning line-up begins. Once students enter their designated morning line-up areas, they must follow the supervised **Out, Off and Away** routine. Students must take out their mobile phones, switch them off completely in front of a member of staff and place them inside their school bags.

From this point, mobile phones and personal smart devices must remain completely switched off, stored inside students' closed school bags and not seen, heard, used or accessed throughout the Academy day, until students have passed through the designated student exit points and left the Academy site. Smartwatches, earbuds and other personal communication devices are subject to the same restrictions, unless an authorised exception applies.

Any breach will be managed in accordance with the Academy's **Academic-Year Mobile Phone Sanction Ladder** and Mobile Phones and Devices Policy. Serious misuse, including unauthorised filming, recording or the creation or manipulation of images or audio, will be considered under the Academy's C4/C5 framework according to the individual circumstances. Any decision to suspend or

permanently exclude is separate and may only be made by the Headteacher in accordance with the statutory guidance.

The Academy will take reasonable care of lawfully confiscated devices. The law protects staff from liability for loss of or damage to an item where the item has been confiscated lawfully and the member of staff has acted lawfully.

Aspire expects all students to be **Ready, Respectful, and Safe**, creating a positive and secure environment for everyone.

Mobile Phone and Smart Devices

Aspire Academy is committed to maintaining a calm, safe, focused and mobile phone-free environment throughout the school day.

The Department for Education's *Mobile Phones in Schools* guidance became statutory on **29 June 2026**, and schools should follow it from **1 September 2026**. It requires schools to prohibit pupils' use of mobile phones and similar smart technology throughout lessons, transitions, breaktimes and lunchtimes.

"All schools should be mobile phone-free environments by default; anything other than this should be by exception only."

— Department for Education, *Mobile Phones in Schools*, June 2026.

The Academy's policy is intended to:

- protect teaching and learning from distraction;
- reduce disruption and conflict;
- support positive face-to-face relationships;
- reduce opportunities for bullying, harassment and harmful online behaviour;
- protect the privacy and dignity of pupils and staff;
- prevent unauthorised filming, recording and sharing;
- support safeguarding and online safety; and
- provide clear, predictable and consistently enforced expectations.

The policy must be accessible, aligned with the Academy's culture and straightforward for pupils, parents and staff to understand and follow.

Scope of this section

This section applies to personal:

- mobile phones and smartphones;
- smartwatches;
- wearable communication or connectivity devices;
- wireless earbuds and earphones;
- headphones;
- devices capable of sending or receiving messages or notifications;
- devices capable of accessing mobile networks or the internet;
- devices capable of taking photographs or recording audio or video; and

- any other personal smart or communication technology identified by the Academy.

A traditional watch that cannot connect to another device, receive notifications, access the internet or record material may be worn, subject to the Academy's Uniform Policy.

School-owned devices being used under direct staff supervision are not personal devices for the purposes of this section. Academy chrome books, laptops and tablets are governed by the ICT Acceptable Use Policy.

The core rule

Pupils are not required to own or bring a mobile phone or personal smart device to the Academy. Where a pupil chooses to bring a device for use while travelling to and from the Academy, they must follow the supervised Out, Off and Away routine at morning line-up. From that point until they have passed through the designated student exit points and left the Academy site, the device must:

- be switched off completely;
- not be left on silent, vibrate or aeroplane mode;
- be stored inside the pupil's closed school bag;
- not be kept in a pocket or elsewhere on the pupil's person;
- not be seen, heard, used or accessed;
- remain stored during lessons, Form time, assemblies, transitions, break and lunch; and
- remain stored until the pupil has left the Academy site.

The restriction begins when students enter their designated morning line-up areas and complete the supervised Out, Off and Away routine. Students are permitted to use mobile phones while waiting outside the Academy before morning line-up begins. Following the routine, devices must remain completely switched off and stored inside school bags throughout the Academy day until students have passed through the designated student exit points and left the Academy site.

Where a pupil remains after 3.00pm for detention, intervention, a club, fixture or another supervised activity, the device must remain switched off and stored unless a member of staff expressly authorises access.

The DfE expects pupils not to have access to their mobile phones throughout the school day, including during lessons, transitions, breaktimes and lunchtimes.

Out, Off and Away – Morning Line-Up Routine

At the start of the Academy day, students must move promptly to their designated line-up areas, where staff will conduct the Academy's morning checks.

Every student who has brought a mobile phone must complete the following routine under direct staff supervision:

- **OUT:** Take the mobile phone out of their pocket or bag and present it to the member of staff.
- **OFF:** Switch the mobile phone off completely in front of the member of staff. Silent mode, vibration mode, airplane mode or simply locking the screen does not meet the Academy's expectations.

- **AWAY:** Place the switched-off mobile phone inside their school bag, where it must remain for the entire Academy day.

The supervised morning routine is the only routine occasion during the restricted period when students are permitted to take out and display their mobile phones.

Once the routine has been completed, phones must not be switched on, accessed, displayed or used again until students have passed through the designated student exit points and left the Academy site, unless an authorised exception applies.

Where morning line-up cannot take place outside, the Out, Off and Away routine will be completed during indoor Form time under staff supervision.

Failure to follow the routine, or any unauthorised phone use during the restricted period, will normally result in confiscation and the appropriate consequence under the Academy's Academic-Year Mobile Phone Sanction Ladder, subject to individual circumstances and reasonable adjustments.

Smartwatches, earbuds and headphones

Smartwatches and wearable communication devices must not be worn during the Academy Day.

Where such a device is brought onto the site, it must be:

- removed from the pupil's wrist;
- switched off completely;
- stored inside the pupil's school bag; and
- kept out of sight throughout the Academy day until the pupil has passed through the designated student exit points and left the Academy site.

Earbuds, earphones and headphones must not be worn, seen or used during the Academy Day unless expressly authorised as part of:

- a reasonable adjustment;
- a medical arrangement;
- an approved curriculum activity; or
- another individually authorised arrangement.

A smartwatch, earbud, earphone or headphone that is worn, seen, heard or accessed will normally be confiscated and counted as a confirmed mobile-device breach.

Checking the time or timetable

Personal devices must not be used to:

- check the time;
- check a timetable;
- read messages or notifications;
- use a calculator;
- listen to music;

- access social media;
- take photographs or recordings;
- access artificial-intelligence tools; or
- perform any other personal or educational function.

“I was checking the time” and “I was checking my timetable” do not remove the breach.

Clocks are available throughout the Academy, and pupils are responsible for carrying or knowing their timetable.

Where a pupil requires additional support with time, organisation or their timetable because of SEND or disability, an appropriate reasonable adjustment will be agreed without requiring unauthorised phone use.

Charging devices

Pupils must not charge personal phones or smart devices during the Academy Day using:

- Academy sockets;
- Academy computers or other equipment;
- personal charging plugs or cables;
- power banks; or
- another pupil’s equipment.

A device found being charged will normally be confiscated and recorded as a policy breach.

Medical devices requiring charging will be managed through an agreed individual healthcare or support plan.

Classroom exits, errands and toilet visits

Where a pupil is permitted to leave a classroom to:

- use the toilet;
- visit a pastoral or medical office;
- carry out an authorised errand;
- attend an intervention; or
- go to another approved location,

their school bag will remain in the classroom.

Any phone or smart device stored in the bag will therefore remain:

- switched off;
- inside the bag;
- within the classroom; and
- under the general supervision of the class teacher.

By leaving without their bag, the pupil is expected not to carry a phone, smartwatch, earbud or other personal device on their person.

Where a pupil leaves their bag but is subsequently found carrying a device:

1. the device will normally be confiscated;
2. the circumstances will be established;
3. the pupil will be given an opportunity to explain;
4. any authorised medical, SEND or safeguarding arrangement will be checked;
5. deliberate concealment or deception will be treated as an aggravating factor; and
6. the appropriate behaviour response and academic-year sanction stage will be applied.

Deliberately carrying or concealing a device in these circumstances may normally constitute **C4 serious non-compliance or defiance**, depending on the facts. It will not automatically constitute C5 solely because a device was concealed.

C5 will apply where the associated conduct meets the Academy's definition of serious, dangerous or safeguarding-related behaviour.

The bag-left arrangement will be adjusted where a pupil must carry medical equipment, communication support or another authorised item.

Authorised exceptions

Exceptions will be limited, specific and agreed in advance wherever reasonably possible.

Controlled access may be authorised because of:

- disability;
- a medical condition;
- an individual healthcare plan;
- SEND or communication needs;
- recognised young-carer responsibilities;
- significant circumstances at home;
- a safeguarding arrangement;
- an approved educational activity;
- examination requirements; or
- another exceptional circumstance approved by a senior leader.

An authorised exception will normally state:

- the reason;
- the permitted device;
- the specific purpose;
- the times when access is allowed;
- the location in which the device may be used;
- whether supervision is required;
- how the arrangement will be communicated to staff; and
- when it will be reviewed.

An exception does not permit unrestricted personal use.

The DfE requires schools to make reasonable adjustments and to consider adaptations for exceptional individual circumstances, including where a pupil's home circumstances create a specific need for controlled access.

Medical use

A pupil may carry or access a phone where this is necessary to manage a medical condition.

This may include a device linked to:

- continuous glucose monitoring;
- diabetes-management equipment;
- seizure-detection technology;
- hearing or communication support; or
- another authorised medical device.

Where phone access is required to manage a medical condition or disability-related need known to the Academy, the arrangement must be authorised, clearly defined and recorded within the pupil's individual healthcare plan, reasonable-adjustment record or other agreed support plan. In an unforeseen medical emergency, the pupil's immediate health and welfare will take priority and the circumstances will be considered individually.

Young carers and exceptional circumstances

A pupil who is a young carer or has another significant individual circumstance may be permitted controlled access:

- for a defined purpose;
- at specific times;
- in an identified location;
- through a Head of Year, pastoral or other designated office; and
- under staff supervision where appropriate.

The arrangement will be agreed on its individual merits and recorded in the pupil's support plan.

Contacting home during the Academy Day

Pupils must not use a personal mobile phone or other personal device to telephone, text, message or otherwise contact a parent, carer or other person during the Academy Day unless permission has been given by an authorised member of staff.

Where a pupil needs to contact home, they must:

1. speak to an appropriate member of staff;
2. explain the reason for the requested contact;
3. use an Academy telephone where authorised; or
4. access their personal device only where permission has been given and in accordance with staff instructions.

Parents and carers who need to contact their child during the Academy Day must contact the Academy Office. Staff will relay appropriate messages or facilitate contact where necessary.

Department for Education statutory guidance specifically directs parents who need to contact their child during the school day to do so through the school office.

Unauthorised Contact Home – C4 Consequence

Unauthorised use of a mobile phone to contact home during the Academy Day will normally be treated as a C4 – Offensive/Serious Breach of the Academy's mobile-phone expectations.

Where a confirmed breach occurs:

- the incident will be recorded as a **C4**;
- the pupil will receive the published **C4 detention from 3.00pm to 4.30pm**;
- the mobile phone will be confiscated in accordance with the Academy's Mobile Phone Policy;
- the parent or carer will be informed of the breach and subsequent arrangements; and
- where considered necessary and proportionate, the pupil may be placed on a **daily phone hand-in arrangement**.

A pupil placed on a daily phone hand-in arrangement will be required to hand their mobile phone to their Head of Year, or another authorised member of staff, on arrival at the Academy each morning. The phone will be stored securely and returned at the end of the Academy Day in accordance with the agreed arrangements.

The daily hand-in requirement will remain in place for a **defined period determined by the Head of Year or senior leader and will be subject to review**. The length of the arrangement will take account of the seriousness and frequency of the breaches, the pupil's response to previous intervention and any relevant individual circumstances. It may be extended where further breaches occur and where continued restriction remains reasonable and proportionate.

The purpose of the daily hand-in arrangement is to prevent further unauthorised use, support the pupil in meeting the Academy's expectations and protect the Academy's phone-free learning environment.

Illness, Welfare and Emergencies

Where a pupil has used their phone to contact home because they report feeling unwell or requiring assistance:

1. the pupil's immediate health, welfare or safeguarding need will be assessed first;
2. appropriate medical assistance, pastoral support or communication with home will be arranged;
3. the unauthorised mobile-phone use will then be considered separately; and
4. the published C4 consequence will normally apply unless there are circumstances which make doing so unreasonable or inappropriate.

The consequence relates to the **unauthorised use of the mobile phone**, not to the pupil asking for help or reporting that they feel unwell.

Before confirming the C4 consequence, staff will consider whether:

- the pupil reasonably believed that there was an immediate emergency;
- the pupil had attempted but been unable to obtain appropriate staff assistance;

- the phone was being used under an authorised medical arrangement;
- the phone was required for medical technology, including continuous glucose monitoring;
- SEND, disability or communication needs materially affected the incident;
- an agreed reasonable adjustment applied;
- there was a safeguarding concern; or
- another exceptional circumstance makes the normal consequence unreasonable.

These safeguards do not provide a general exemption from the Academy's mobile-phone rules.

Medical and Reasonable-Adjustment Exceptions

Where ongoing mobile-phone access is required to manage a medical condition or as a reasonable adjustment, the arrangements will be clearly defined and recorded within the pupil's individual healthcare plan, SEND provision, reasonable-adjustment arrangements or other appropriate support plan.

A pupil will not be sanctioned for mobile-phone use that is expressly authorised under such an arrangement.

Where a phone is medically necessary, including where it is linked to medical technology such as continuous glucose monitoring, appropriate access will be maintained.

Reporting Safeguarding or Online-Safety Concerns

The Academy's phone-free expectations will never prevent a pupil from reporting a safeguarding or online-safety concern, including:

- cyberbullying or online harassment;
- threats or exploitation;
- harmful or inappropriate content;
- discriminatory abuse;
- sexual harassment;
- coercive communication;
- inappropriate image sharing; or
- any other concern about their own or another person's safety.

Where access to the device is necessary to explain or evidence a safeguarding concern, supervised access may be authorised by the DSL or deputy DSL, a senior leader or another appropriately authorised member of staff.

A pupil will not be sanctioned merely for making a genuine safeguarding disclosure.

Relationship with Academic-Year Tracking

Unauthorised contact home constitutes a confirmed mobile-phone breach and will be included in the pupil's cumulative academic-year mobile-phone record.

Because unauthorised contact home is designated by the Academy as a **C4 breach**, it may bypass the routine first-, second- or third-breach stages that apply to lower-level mobile-phone incidents.

Each continuous incident will normally count as one breach. Duplicate, withdrawn or incorrectly recorded incidents will not be counted.

Authorised medical use, agreed reasonable-adjustment use or properly authorised staff-supervised use will not be recorded as a breach.

Reference Basis

This section reflects:

- Department for Education, *Mobile Phones in Schools*, statutory guidance, updated 29 June 2026 and to be followed from 1 September 2026;
- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024;
- Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022;
- Education and Inspections Act 2006, particularly sections 91–94;
- Equality Act 2010, including the duty to make reasonable adjustments;
- Children and Families Act 2014, section 100; and
- *Keeping Children Safe in Education 2026*.

Academic-Year Sanction Ladder

Academic-Year Stage	Normal Academy Response	Device-Return Arrangements	Behaviour System & Points Integration
First confirmed breach in the academic year	• **Out of lesson:** 20-minute supervised lunchtime detention. • **In lesson (e.g., sounding, visible, or in use):** 45-minute same-day after-school detention (3.00pm–3.45pm).	Pupil collects at 3.00pm or immediately after completion of detention / authorised activity.	• **Out of lesson:** Recorded as routine device breach. • **In lesson:** Recorded as **C3 (-3 behaviour points)** on ClassCharts.
Second confirmed breach in the academic year *(Applies to ANY combination of in-lesson or out-of-lesson breaches)*	**1-hour 30-minute after-school detention** (3.00pm–4.30pm) and Head of Year review.	**Parent, carer, or authorised adult only.**	Recorded as Stage 2 cumulative breach; contributes to weekly points total.

Academic-Year Stage	Normal Academy Response	Device-Return Arrangements	Behaviour System & Points Integration
Third confirmed breach in the academic year	Normally **one full school day in Impact** plus senior extended detention to **5.30pm**, with senior leader review and formal device ban.	**Parent, carer, or authorised adult only.**	Triggers formal device ban for the remainder of the academic year.
Further breach while subject to a formal device ban	SLT review, authorised Impact placement, and senior extended detention to **5.30pm**.	**Parent, carer, or authorised adult only.**	Direct escalation to SLT review and daily compulsory phone hand-in.
Serious misuse at any point *(e.g., unauthorised filming, cyberbullying, image manipulation)*	Individual **C4/C5 assessment** and immediate safeguarding referral where appropriate.	Determined by a senior leader.	Escalates immediately outside routine stages under C4/C5 framework.

Policy Rules & System Integration

1. Cumulative Stage Escalation Rule

Device breaches are tracked cumulatively across the full academic year. **Stage escalation applies to ANY combination of breaches.**

- *Example:* If a pupil receives a first breach out of lesson (20-minute lunchtime detention) and a second breach in lesson, the second breach automatically escalates to **Stage 2: 1-hour 30-minute detention (3.00pm–4.30pm)** and Head of Year review. It cannot be argued as a "first in-lesson breach."

2. In-Lesson Violation & Points Integration (-3 Points)

An in-lesson device violation is classified as persistent non-compliance and carries an immediate **C3 penalty (-3 behaviour points)**.

- **Weekly -6 "Stay Above the Line" Threshold:** Because an in-lesson breach carries **-3 points**, accumulating two in-lesson breaches—or one in-lesson breach combined with other classroom/transition misbehaviours totaling **-6 points within a single school week**—will automatically trigger the Academy's **Stay Above the Line** intervention:
    - One full school day in Impact provision.

- Senior extended detention to 5.30pm.
- Placement on Cream Report (monitored daily by Form Tutor for 5 school days).
- Entry into The Hive behaviour tracking process.

3. Definitions of Breaches

- **In-Lesson Breach:** Any device that is visible, used, or sounds (ringtones, alarms, notifications) during lesson time, registration, assembly, or structured learning without explicit, recorded teacher authorization.
- **Out-of-Lesson Breach:** Any device visible, used, or heard in corridors, social spaces, dining areas, stairwells, or during transitions before the pupil has passed through designated exit points at the end of the school day.

Recording Breaches and Avoiding Duplicate Sanctions

Each continuous incident will normally be recorded as one confirmed mobile-device breach. Serious misuse may justify a C4 or C5 response without progressing through the ordinary first-, second- or third-breach stages. Where the same incident falls within both the Academic-Year Mobile Phone Sanction Ladder and the Behaviour Escalation Ladder, an authorised leader will determine a proportionate overall consequence and will avoid unnecessarily duplicating sanctions. The incident will remain recorded in the pupil's academic-year mobile-device history. Duplicate, withdrawn or incorrectly recorded incidents will not count towards escalation.

These are the Academy's normal published responses. An authorised senior leader may vary, defer or replace the usual response where there is a recorded safeguarding, medical, SEND, equality, safety or other exceptional reason.

DfE guidance permits confiscation and detention and supports Headteachers in retaining devices for whatever period they consider proportionate. The disciplinary purpose, possible alternatives and the pupil's individual circumstances must be considered. Confiscation will be managed so that it does not prevent a pupil from accessing necessary medical support, safeguarding help or an authorised communication arrangement. Where a pupil needs to contact home, staff will facilitate appropriate contact through the Academy Office or another authorised route.

Parent collection and meetings

Where parent or carer collection is required:

- the device will remain securely stored until collection can be arranged;
- another adult authorised by the parent may collect it;
- identification may be requested;
- a meeting may take place in person, by telephone or online;
- the pupil will continue to attend the Academy and receive education; and
- the pupil's return to mainstream lessons will not be made conditional solely upon the parent attending or collecting the device immediately.

A parent meeting is intended to address the repeated breach and agree future expectations.

Formal device ban

Following a third confirmed breach or serious misuse, the Headteacher may impose a formal written ban preventing the pupil from bringing a personal device onto the Academy site.

The ban will state:

- the reason;
- the devices covered;
- the start date;
- the intended duration;
- the review arrangements;
- any medical, disability, safeguarding or exceptional-circumstance adaptation;
- whether the device must be left at home or surrendered on arrival;
- the consequences of breaching the ban; and
- the Academy contact for parents or carers.

Following a third routine breach, the normal duration will be the **remainder of the academic year**, subject to review if the pupil's circumstances change.

Where the pupil requires a phone for travel safety, the Academy may require them to:

1. hand it to the Attendance Office immediately upon arrival;
2. have the device logged and stored securely; and
3. collect it only when leaving the site.

A formal ban will not prevent medically necessary or otherwise lawfully authorised access.

Breach of a device ban

Where a pupil brings a device onto the site contrary to a formal ban:

1. the device will be confiscated;
2. the pupil will be given an opportunity to explain;
3. any authorised exception will be checked;
4. the parent or carer will be informed;
5. the breach will be recorded;
6. the published further-breach response will normally apply; and
7. the device ban will be reviewed.

A breach of a device ban does not automatically result in suspension. Any suspension decision must be made separately by the Headteacher on the individual facts.

Refusal and Associated Behaviour

A pupil who is instructed to hand over a device must comply promptly.

Where a pupil refuses, staff will:

1. repeat the instruction clearly;
2. explain the reason for confiscation;

3. allow appropriate take-up time;
4. check that the pupil understands;
5. consider any medical, SEND, communication or safeguarding factor;
6. request On-Call or senior support where necessary; and
7. record the exact instruction and response.

An initial deliberate refusal to hand over a mobile phone or smart device will normally be recorded as **C4 persistent non-compliance** and will result in the published C4 consequence. Following this incident of defiance, the pupil will be required **temporarily** to **hand over their phone every day upon arrival** at the Academy. Specifically, the device must be **handed into the pupil's Head of Year each morning until an agreed date**. This arrangement ensures that the pupil can still have a phone for travel safety while removing the risk of further digital distraction or non-compliance during the Academy day. This temporary requirement will be recorded on the pupil's behaviour record, and the device will be stored securely in the Attendance Office throughout the day in accordance with the Academy's confiscation procedures.

Sustained refusal or conduct involving:

- walking away;
- serious disruption;
- deliberate concealment;
- offensive or abusive language;
- threats;
- aggression; or
- attempts to destroy evidence

may be treated as C4 or C5 according to the individual circumstances.

Routine refusal is not automatically C5. The behaviour level will reflect the seriousness, duration, impact, risk and wider conduct.

The DfE search guidance requires staff to consider why a pupil is refusing and permits refusal to be sanctioned fairly under the Behaviour Policy.

Serious Misuse

Serious misuse is different from a routine breach and may be addressed immediately without progression through the routine academic-year stages.

Serious misuse may include:

- Filming, recording, photographing, **or using artificial intelligence to generate or manipulate images or audio of** students or staff is strictly prohibited to protect privacy and safety; breach may lead to **permanent exclusion**.
- recording a fight, medical emergency, safeguarding incident or vulnerable pupil;
- sharing or threatening to share an unauthorised recording;
- cyberbullying, harassment, intimidation or discriminatory abuse;
- deliberately accessing or sharing harmful, violent or age-inappropriate material;
- requesting, creating, possessing or sharing nude or semi-nude images;
- coercive, sexual, exploitative or threatening communication;

- using a device to facilitate violence, criminal conduct, theft or substance-related activity;
- using a device to compromise an examination or formal assessment;
- impersonating another person;
- deliberately deleting, destroying or concealing relevant evidence following a lawful instruction;
- using artificial-intelligence tools dishonestly in an assessment; or any use that causes or risks significant harm.

Serious misuse will normally be considered at **C5** where the individual facts meet the Academy's C5 definition.

The Academy will consider:

- what the pupil did;
- the content involved;
- the pupil's intent;
- whether the material was shared;
- the number and vulnerability of those affected;
- actual and potential harm;
- whether a criminal offence may have occurred;
- safeguarding implications;
- the pupil's age and understanding;
- SEND, disability and communication needs; and
- any other relevant circumstances.

Safeguarding and Device Content

Where a device may contain material connected with a safeguarding concern, staff will:

- confiscate and secure the device;
- avoid unnecessary examination of its contents;
- inform the DSL or a deputy immediately;
- preserve relevant evidence;
- follow the Child Protection and Safeguarding Policy;
- consider whether police or children's social care involvement is required; and
- provide appropriate support to affected pupils.

A behaviour consequence will not replace or delay safeguarding action.

Nude or semi-nude images

Where staff suspect that a device contains a nude or semi-nude image of a child, they must not intentionally:

- view the image;
- copy it;
- print it;
- save or store it;

- share or forward it; or
- ask another pupil to display it.

The device must be secured and the incident referred immediately to the DSL or a deputy.

The statutory search guidance expressly requires staff to avoid viewing suspected indecent images of children and to refer the device to the DSL.

Confiscation, Storage and Return

When a device is confiscated:

1. the pupil will be told the reason;
2. the incident will be recorded on Class Charts;
3. the device will be taken promptly to the Attendance Office;
4. it will be placed in a labelled envelope or secure container;
5. the pupil's name, date, time and confiscating member of staff will be recorded;
6. the device will be placed in secure storage;
7. the parent or carer will be notified where required; and
8. the collection or return arrangements will be communicated clearly.

The confiscating member of staff remains responsible for ensuring that the device is delivered to the Attendance Office at the earliest reasonable opportunity.

Care of confiscated devices

The Academy will take reasonable care of lawfully confiscated devices and will use secure storage and logging arrangements.

The law protects staff from liability in proceedings for loss of or damage to an item where it has been confiscated lawfully and the member of staff has acted lawfully.

The Academy will take reasonable care of lawfully confiscated devices. Members of staff are protected from liability for loss or damage where the confiscation was lawful and they acted lawfully.

Device Compliance Checks

Where there are reasonable grounds to believe that a device is switched on, being used or concealed contrary to this policy, the pupil may be instructed to hand it to a member of staff.

Staff may check:

- whether the device appears to be powered on;
- whether sound or vibration is coming from it;
- its visible external condition; and
- information displayed without unlocking the device.

A compliance check does not routinely authorise staff to:

- demand a passcode;
- open applications;

- read communications;
- inspect stored content; or
- access personal accounts.

Refusal to cooperate will be addressed under the refusal provisions above.

Searching for Devices

Mobile phones, smartwatches, earbuds and similar personal devices are identified by this Behaviour Policy as school-banned items for which an authorised search may be conducted where there are reasonable grounds to suspect that the pupil possesses the item contrary to Academy rules.

Reasonable grounds may include:

- the device has been seen or heard;
- reliable information indicates that the pupil possesses it;
- there is evidence that the device has been used;
- the pupil has concealed it following an instruction;
- the pupil is subject to a formal device ban;
- the pupil has refused to surrender a device believed to be present; or
- there is information indicating that the device may contain evidence of harm or an offence.

The statutory guidance expressly advises Headteachers to identify mobile phones and similar devices as items for which a search may be conducted.

Who may search

A search may be conducted only by:

- the Headteacher; or
- a member of staff specifically authorised by the Headteacher.

Before the search, the authorised member of staff will normally:

1. explain why the search is proposed;
2. explain how and where it will take place;
3. seek the pupil's cooperation;
4. allow the pupil to ask questions;
5. consider the pupil's age, SEND, disability, communication needs and previous experiences; and
6. consider whether the search may reveal a safeguarding concern.

Searches must be carried out consistently, proportionately and fairly.

Conduct of a search

The Academy's full Searching, Screening and Confiscation procedures will apply.

This includes requirements relating to:

- the location of the search;
- the sex of the person conducting it;

- the presence of a witness;
- searching outer clothing only;
- searching bags and possessions;
- privacy and dignity;
- recording the search;
- informing parents where appropriate; and
- safeguarding follow-up.

A school search does not permit staff to conduct a strip search. Strip searches may be conducted only by the police under the applicable legal safeguards.

Examination of Data or Files

An authorised member of staff may examine data or files on an electronic device confiscated following a lawful search only where there is a good reason to do so.

A good reason may exist where staff reasonably suspect that the data:

- has caused or may cause harm;
- undermines the safe environment of the Academy;
- seriously disrupts teaching or learning; or
- relates to an offence.

Any examination must be limited to what is necessary and proportionate. Where material may be evidence of an offence, it must not be deleted. Where it is not evidence of an offence but its continued existence is likely to cause harm, deletion may be considered only in accordance with the statutory guidance and the Academy's safeguarding procedures.

Exams and Assessments

Mobile phones, smartwatches, earbuds and other unauthorised devices are prohibited in examination rooms.

Pupils must follow:

- current JCQ examination requirements;
- the instructions of invigilators;
- the Academy's Exams Policy; and
- the published arrangements for surrendering and collecting devices.

Possession of an unauthorised device in an examination may be reported to the awarding body and may result in examination penalties as well as an Academy consequence.

Educational Visits, Fixtures and Residential Trips

The Out, Off and Away rule will normally apply during:

- day visits;
- careers events;
- sporting fixtures;
- Academy-arranged transport;
- off-site educational activities; and

- other supervised trips taking place during the Academy day.

The visit leader may publish different arrangements where necessary for safety, communication or the educational purpose of the visit.

For residential activities, the Academy may specify:

- whether devices may be brought;
- times when contact home is permitted;
- permitted locations;
- overnight storage;
- restrictions on photography and recording; and
- additional safeguarding arrangements.

The DfE allows schools to determine arrangements outside the ordinary school day while ensuring that devices do not disrupt educational activities and that online-safety risks are controlled.

Parent and Carer Responsibilities

Parents and carers are expected to:

- reinforce the Out, Off and Away routine;
- avoid telephoning, texting or messaging pupils during the Academy Day;
- contact the Academy Office where an urgent message is required;
- support lawful confiscation and proportionate sanctions;
- collect a device where reasonably requested;
- inform the Academy of any medical, disability, young-carer or exceptional circumstance;
- avoid encouraging pupils to conceal or use devices; and
- ensure that travel and collection arrangements are agreed in advance.

Parents and carers may raise questions or concerns through the Academy's usual communication and complaints procedures.

A parent's request for early return does not automatically override the published confiscation arrangements.

Education and Prevention

Pupils will be taught about:

- digital distraction;
- responsible online behaviour;
- cyberbullying;
- privacy and consent;
- unauthorised recording;
- image sharing;
- harmful content;
- online harassment and exploitation;
- healthy technology use;
- artificial-intelligence misuse; and
- the benefits of a mobile phone-free environment.

This may be delivered through:

- PSHE and relationships education;
- assemblies;
- Form time;
- online-safety education;
- behaviour-curriculum interventions;
- restorative work; and
- targeted safeguarding support.

Recording, Monitoring and Review

The Academy will record:

- the date and nature of each breach;
- the device involved;
- the pupil's academic-year sanction stage;
- confiscation and return arrangements;
- refusal or associated conduct;
- parent communication;
- exceptions or reasonable adjustments;
- serious misuse;
- safeguarding referrals;
- searches;
- device bans; and
- review outcomes.

Leaders will monitor:

- routine and repeated breaches;
- serious misuse;
- pupils subject to device bans;
- consistency between staff and year groups;
- patterns affecting pupils with SEND or disabilities;
- patterns involving protected characteristics;
- the effectiveness of reasonable adjustments;
- search data;
- safeguarding incidents; and
- the overall effectiveness of the phone-free arrangements.

Where data indicates disproportionate impact, inconsistent implementation or an unmet need, leaders will review practice and take appropriate action.

Related Policies

This section must be read alongside the:

- **Aspire Academy Mobile Phones and Devices Policy 2026–2027**;
- Behaviour Escalation Ladder;
- Searching, Screening and Confiscation procedures;
- Child Protection and Safeguarding Policy;
- Online Safety Policy;

- Anti-Bullying Policy;
- SEND Policy;
- Supporting Pupils with Medical Conditions Policy;
- Equality Policy;
- Exams Policy;
- Educational Visits Policy;
- FCAT Care and Control of Pupils Policy; and
- Complaints Policy.

Reference basis

- Department for Education, *Mobile Phones in Schools*, statutory guidance updated 29 June 2026; schools should follow it from 1 September 2026.
- Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022; page last updated July 2023.
- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024.
- Department for Education, *Keeping Children Safe in Education 2026*, effective from 1 September 2026.
- Department for Education, *Suspension and Permanent Exclusion*, July 2026, effective from 26 July 2026. Equality Act 2010.
- Children and Families Act 2014.
- Education and Inspections Act 2006, sections 91 and 94.
- Education Act 1996, sections 550ZA and 550ZB.
- UK GDPR and Data Protection Act 2018.

Being Ready to Learn: Evening Preparation

Aspire students take responsibility for their learning by preparing the night before. Each evening, pupils should:

- Check their timetable to ensure they have the correct equipment and uniform for the next day, including PE kit if needed.
- Pack their school bag and prepare their uniform to avoid a rushed morning.
- Check that they have completed their Prep.

Supporting Healthy Routines

Getting enough rest is vital for focus and success. Families are encouraged to support healthy habits by:

- Setting consistent bedtimes.
- Monitoring and limiting phone/device use in the evening.
- Using screen time settings to restrict device use overnight.

Parents and carers can contact the school for support or advice on managing digital habits.

Why It Matters

Being well rested and fully equipped every day demonstrates commitment to Aspire's core values: Being Ready, Respectful, and Safe, supporting every pupil's Golden Future.

Searching, Screening & Confiscation

Aspire Academy is committed to maintaining a calm, safe and supportive environment in which pupils and staff are protected from harm, prohibited items and serious disruption.

Searching, screening and confiscation may be used where lawful and necessary to:

- protect pupils and staff;
- prevent injury, crime, disorder or damage;
- identify and respond to safeguarding concerns;
- enforce clearly published Academy rules;
- remove harmful or disruptive items; and
- preserve evidence relating to suspected misconduct or an offence.

All action under this section will be:

- lawful;
- necessary and proportionate;
- carried out respectfully;
- sensitive to the pupil's dignity and privacy;
- consistent with safeguarding procedures;
- responsive to age, SEND, disability, communication and medical needs; and
- recorded and reviewed as required.

Pupils have a reasonable expectation of privacy. Any interference with that privacy must be justified and proportionate.

"Headteachers and staff they authorise have a statutory power to search a pupil or their possessions…"

— Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022.

Key definitions

Screening

Screening is the use of a walk-through metal-detection arch or handheld metal-detection wand to scan pupils for weapons before they enter the Academy premises.

Screening:

- does not involve searching inside clothing or possessions;
- may take place without individual suspicion;
- does not require the pupil's consent; and
- must not be confused with a search of a pupil or their bag.
- A bag check is a search, not screening.

A handheld metal detector may also be used to assist an individual search. Where it is used because a particular pupil is suspected of possessing an item, the full search safeguards in this policy apply.

Search

A search involves examining a pupil's outer clothing, pockets, possessions, bag, desk, locker or other space over which the pupil has or appears to have control.

Confiscation

Confiscation is the removal of an item from a pupil. An item may be confiscated:

- after a lawful search;
- when it is seen or heard;
- when the pupil hands it over;
- where possession or use breaches the Academy's published rules; or
- where the item presents a risk or may be evidence of an offence.

Statutory prohibited items

The Headteacher and staff authorised by the Headteacher may search without the pupil's consent where there are reasonable grounds to suspect that the pupil possesses a statutory prohibited item.

The statutory prohibited items are:

- knives or weapons;
- alcohol;

- illegal drugs;
- stolen items;
- any article reasonably suspected to have been, or be likely to be, used to commit an offence;
- any article reasonably suspected to have been, or be likely to be, used to cause personal injury to any person;
- any article reasonably suspected to have been, or be likely to be, used to damage property;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Vapes and electronic cigarettes are **not** included within the statutory definition of tobacco and cigarette papers. They must be identified separately as school-banned searchable items, as set out below.

Academy-banned items for which a search may be conducted

In addition to the statutory prohibited items, the Academy expressly identifies the following as school-banned items for which an authorised search may be conducted:

- mobile phones, smartphones and personal smart devices where there are reasonable grounds to suspect a breach of the Mobile Phones and Devices Policy;
- smartwatches, wireless earbuds, earphones and personal recording or communication devices;
- mobile phones or devices brought onto the site contrary to a formal individual device ban;
- vapes and electronic cigarettes;
- vaping pods, cartridges, liquids, refills, chargers and associated equipment;
- nicotine pouches and other unauthorised nicotine products;
- lighters and matches; and
- items reasonably suspected to be drug paraphernalia or equipment used to prepare, store, conceal or consume illegal drugs.

This is the Academy's precise list of additional searchable items. General phrases such as **"any banned item"** or **"anything contrary to the Uniform Policy"** will not, by themselves, be relied upon to justify a non-consensual search.

Other items prohibited by Academy rules—such as unauthorised food, drinks, jewellery, clothing or fidget items—may be confiscated when seen, found or surrendered. They will not ordinarily justify a non-consensual personal search unless they also fall within one of the statutory or specifically listed searchable categories above.

The DfE requires the Behaviour Policy to identify clearly the school-banned items for which a search may be carried out so that expectations are transparent and searches can be applied consistently, proportionately and fairly.

Staff authorised to search

Only:

- the Headteacher; or
- a member of staff expressly authorised by the Headteacher may conduct a search.

The Headteacher may authorise named staff to search for:

- all items listed in this policy; or
- specified categories of items only.

The Academy will maintain an up-to-date record of authorised staff and the scope of each person's authority.

Authorised staff will receive appropriate information and training regarding:

- the legal limits of the power;
- reasonable grounds;
- safeguarding;
- SEND and reasonable adjustments;
- privacy and dignity;
- conducting and recording searches;
- handling prohibited items; and
- when police assistance is required.

Authorisation to search does not authorise a member of staff to conduct a strip search or use force outside the limited circumstances permitted by law.

Searches with the pupil's agreement

A member of staff may ask a pupil to agree to a search for any item. Before seeking agreement, staff will explain:

- what item is being sought;
- why the search has been requested;
- what the search will involve;
- where it will take place; and
- what may happen to any item found.

The pupil's agreement must be informed and genuine.

Where a pupil does not agree, the search may proceed without agreement only where:

- the member of staff is authorised by the Headteacher;
- there are reasonable grounds for suspicion; and
- the item is either a statutory prohibited item or is expressly identified in this policy as an Academy-banned searchable item.

A refusal to agree does not, by itself, permit staff to use force or search for an item that is not included within the statutory or Academy lists.

Searches without the pupil's agreement

An authorised member of staff may conduct a search without agreement where there are reasonable grounds to suspect that the pupil possesses:

- a statutory prohibited item; or
- an Academy-banned searchable item expressly listed in this section.

Reasonable grounds may arise from:

- an item being seen or heard;
- reliable information from a member of staff, pupil or another person;
- CCTV footage;
- the pupil's behaviour or statements;
- evidence of use or concealment;
- a refusal to surrender an item believed to be present;
- a breach of a formal device ban; or
- other specific and credible information.

Reasonable grounds must be based on identifiable facts or information. A search will not be based solely on a pupil's reputation, appearance, protected characteristic or unsupported assumption.

Before a search
Before a search takes place, the authorised member of staff will:

1. establish the grounds for the search;
2. assess how urgent the search is;
3. consider the risks to the pupil, other pupils and staff;
4. explain why the pupil is being searched;
5. explain how and where the search will take place;
6. allow the pupil to ask questions;
7. seek the pupil's cooperation;
8. consider age, SEND, disability, communication and medical needs;
9. consider cultural, religious, trauma-related and safeguarding information;
10. make any reasonable adjustment required; and
11. consider whether the search itself may expose a safeguarding concern.

Where the search is not urgent and the pupil does not cooperate, the authorised staff member should seek advice from the Headteacher, DSL or a deputy, or an appropriate pastoral leader. The pupil may be supervised separately from other pupils while the matter is considered.

Location of a search
A search will take place:

- on Academy premises; or
- at another location where the member of staff has lawful control or charge of the pupil, such as an educational visit.

An appropriate and private location will be used wherever possible, away from other pupils and unnecessary observers.

Searches will not be conducted publicly or used to humiliate or intimidate a pupil.

Who must be present
The member of staff conducting a search must normally be of the same sex as the pupil.

Another member of staff must be present as a witness. The law does not require the witness to be of the same sex, although the Academy will consider the pupil's dignity, individual circumstances and preferences wherever reasonably possible.

A member of staff may search a pupil of the opposite sex and/or without a witness only where:

- they reasonably believe that serious harm will be caused to a person if the search is not carried out urgently; and
- it is not reasonably practicable, in the available time, to summon a same-sex searcher or another staff member to witness the search.

Where a search takes place without a witness, the member of staff must report it immediately to another member of staff and ensure that a full written record is made.

Extent of an Academy search
An authorised member of staff may search:

- outer clothing;
- pockets;
- bags and other possessions;
- desks;
- lockers; and
- other spaces over which the pupil has or appears to have control.

Outer clothing includes clothing that is not worn wholly next to the skin or immediately over underwear. It also includes hats, shoes, boots and scarves.

Academy staff will not require a pupil to remove clothing other than outer clothing.

A search of the pupil's possessions will normally take place:

- in the pupil's presence; and
- in the presence of another member of staff.

The limited serious-harm exception applies where an immediate search is necessary and it is not reasonably practicable to summon another member of staff.

Strip searches
Academy staff have no power to conduct a strip search.

A strip search is a search involving the removal of more than outer clothing. It may be carried out only by the police under the Police and Criminal Evidence Act 1984 and the applicable statutory safeguards.

The Academy will not request a police strip search merely to recover:

- a mobile phone;

- a vape;
- food or drink;
- a fidget item; or
- another ordinary school-banned item.

Before police are called to consider a strip search, the Academy will:

- assess the necessity and proportionality of police involvement;
- consider less intrusive alternatives;
- inform the DSL or a deputy;
- consider the pupil's age, vulnerability, SEND and safeguarding circumstances;
- advocate for the pupil's welfare;
- involve parents where required and reasonably possible; and
- ensure appropriate aftercare and safeguarding support.

Once police are present, the decision whether to conduct a strip search belongs to the police. The Academy's role is to safeguard the pupil and ensure the relevant statutory protections are followed.

Routine screening using metal-detection equipment
The Academy may use a walk-through arch or handheld metal-detection wand as part of a published screening arrangement intended to detect weapons before pupils enter the Academy premises.

Before introducing routine screening, the Headteacher will:

- consider the necessity and proportionality of the arrangement;
- consult the local police where appropriate;
- inform pupils and parents in advance;
- explain what screening involves and why it is being introduced;
- make reasonable adjustments for disabled pupils; and
- ensure staff understand the difference between screening and searching.

Screening does not permit staff to open or inspect a pupil's bag. Any bag check is a search and must comply with the search requirements above.

A metal-detection wand may also be used to assist a lawful individual search. Where that occurs, the process is a search rather than general screening.

Refusal to undergo screening
Where a pupil refuses screening, staff will:

1. establish why the pupil is refusing;
2. check whether the pupil understands what screening involves;
3. consider SEND, disability, communication, medical or previous traumatic experiences;

4. provide an explanation and appropriate reasonable adjustments;
5. assess whether reasonable grounds exist for an individual search;
6. seek senior and safeguarding advice where required;
7. keep the pupil appropriately supervised while the matter is resolved; and
8. determine a fair and proportionate response.

Refusal may be addressed under the Behaviour Escalation Ladder. However:

- refusal does not automatically authorise the use of force;
- refusal does not automatically prove that the pupil possesses an item;
- refusal will not automatically result in suspension; and
- the pupil will not be denied entry, sent home or informally excluded on disciplinary grounds.

Where the Headteacher decides that suspension is warranted, the formal statutory suspension process must be followed. Informal or unofficial exclusion is unlawful.

Refusal to cooperate with a lawful search
Where a pupil refuses to cooperate with a lawful search, staff will:

- repeat and explain the instruction;
- explain the legal and policy basis;
- allow reasonable take-up time;
- consider why the pupil is refusing;
- consider SEND, disability, communication and safeguarding needs;
- request senior or DSL support where appropriate; and
- keep the pupil supervised and away from other pupils where necessary.

Refusing to be searched will be recorded as a C4 incident of persistent non-compliance or high-level disruptive behaviour. A deliberate refusal to follow a lawful instruction to cooperate with a search is a serious act of defiance that undermines the Academy's safety

In accordance with the Academy's escalation pathways, the pupil will be removed from mainstream lessons and placed in the Impact Provision for the remainder of the school day. During this time, the pupil will continue with supervised and meaningful education and take part in a reintegration and reflection conversation

Parents or carers will be informed of the removal to Impact on the same day. This communication will include the reason for the removal, the intended duration, and details of the required extended detention from 3.00pm to 4.30pm

A refusal will not create an automatic route to suspension. The final response will be based on the nature, duration, and seriousness of the refusal and any associated behaviour (such as abusive language or threats). Any sanction must be separately authorised by a senior leader and must remain reasonable and proportionate to the pupil's individual circumstances

Use of reasonable force when searching
Reasonable force may be considered only when:

- the search is for a **statutory prohibited item**;
- the pupil refuses to cooperate;
- the search remains necessary;
- the circumstances fall within the statutory power; and
- the use of force would be reasonable and proportionate in the individual circumstances.

Reasonable force must **not** be used solely to search for an item that is searchable only because it is banned under Academy rules.

Force must therefore not be used solely to search for:

- a mobile phone or smartwatch;
- earbuds or headphones;
- a vape or vaping equipment;
- nicotine pouches;
- lighters or matches;
- an unauthorised fidget item;
- food or drink; or
- another policy-only banned item.

The decision whether to use force must be made case by case. Staff must consider whether it is necessary to prevent injury, an offence, property damage or disorder, and must follow the **FCAT Care and Control of Pupils Policy**.

Action after a search

Following any search, whether or not an item is found, staff will consider whether:

- the reason for the search indicates that the pupil may be at risk of harm;
- the search itself may have caused distress;
- the pupil requires pastoral, medical or safeguarding support;
- early help or Family Help should be considered;
- a referral to children's social care or the police is required;
- SEND provision or reasonable adjustments need reviewing; or
- a behaviour or risk-management plan is required.

Where a statutory prohibited item is found, the DSL or a deputy will be informed. Safeguarding action will not be replaced or delayed by a behaviour sanction.

Recording searches

The Academy will record every search, including searches:

- for statutory prohibited items;
- for Academy-banned searchable items;
- conducted with the pupil's agreement;
- conducted without agreement;
- in which no item was found; and
- undertaken by police officers on Academy premises.

The record will normally include:

- the pupil's name;
- date, time and location;
- the item being sought;
- the grounds for the search;
- whether cooperation was sought and provided;
- the name and role of the searcher;
- the name and role of the witness;
- any reason for using the urgent exception;
- reasonable adjustments made;
- the extent and method of the search;
- any item found;
- the action taken with the item;
- the pupil's account where appropriate;
- parent communication;
- any sanction;
- any safeguarding or pastoral action; and
- follow-up support.

Searches for statutory prohibited items and all police searches will be recorded in the Academy's safeguarding-reporting system. The Academy will also record school-banned-item searches so that use can be monitored consistently.

Informing parents and carers

Parents or carers will be informed as soon as practicable following a search for a statutory prohibited item, regardless of whether an item was found.

They will be informed of:

- the reason for the search;
- the outcome;
- any item confiscated;
- what will happen to that item;
- any sanction imposed; and
- any safeguarding or follow-up action where appropriate.

The Academy will also normally inform parents following a search for an Academy-banned item.

Where safeguarding information affects how or when contact should be made, the DSL or a deputy will determine the safest method while ensuring that the Academy complies with the applicable statutory requirements.

Confiscation, Retention, Return and Disposal

The Academy may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Staff will consider:

- the nature of the item;
- the risk presented;

- its value;
- the purpose of confiscation;
- whether it may be evidence of an offence;
- whether returning it may create a risk;
- whether it can be disposed of safely;
- the pupil's age and circumstances; and
- whether a reasonable adjustment or medical exception applies.

The law protects staff from liability for loss of or damage to an item where the confiscation was lawful and the member of staff acted lawfully. The Academy will nevertheless take reasonable care of all retained property.

Action to be taken with particular items

Item	Normal action
Knives or weapons	Secured and passed to the police as soon as possible.
Controlled or suspected illegal drugs	Passed to the police as soon as possible, unless there is a good reason for safe disposal. If staff are uncertain whether a substance is controlled, it will be treated as such.
Other harmful substances	Passed to the police or disposed of safely, depending on the circumstances and professional advice.
Alcohol	Disposed of. It will not be returned to the pupil, parent or carer..
Tobacco and cigarette papers	Disposed of. It will not be returned to the pupil, parent or carer..
Fireworks	Disposed of. It will not be returned to the pupil, parent or carer..
Pornographic images	Disposed of unless there are reasonable grounds to suspect that possession constitutes an offence, in which case the material will be secured and passed to the police.
Stolen items	Normally passed to the police or returned to the lawful owner. A low-value item may be retained or disposed of where this is reasonable and returning it is not practicable.
Items used or likely to be used to commit an offence, cause injury or damage property	Passed to the police, retained, returned to the lawful owner or safely disposed of according to the circumstances. Evidence of an offence will be preserved and passed to the police.
Mobile phones and smart devices	Stored and returned in accordance with the Mobile Phones and Devices Policy and the pupil's academic-year sanction stage.
Vapes, electronic cigarettes, pods, liquids and related equipment	Confiscated and permanently disposed of through an appropriate safe waste route. They will not be returned to the pupil, parent or carer. An item required by the police or needed as evidence will be secured rather than destroyed.
Nicotine pouches and other unauthorised nicotine products	Confiscated and normally safely disposed of. They will not be returned to the pupil, parent or carer.

Item	Normal action
Lighters and matches	Confiscated and safely disposed of. They will not be returned where doing so would create a safety risk.
Unauthorised fidget or sensory items	Managed in accordance with the Sensory Tools and Fidget Items section. The Academy's published response is disposal after confirming that the item is not an authorised reasonable adjustment.
Energy drinks, fizzy drinks, lollipops or other food and drink prohibited by Academy rules	May be confiscated when seen and normally disposed of. Staff will first consider medical, dietary, allergy, disability and other individual circumstances. These items will not ordinarily be the subject of a non-consensual personal search.
Other Academy-banned items	Returned, retained or safely disposed of following consideration of value, safety, proportionality and the likelihood of continuing disruption.

The statutory guidance requires item-specific decision-making. Weapons and evidence of offences must be passed to the police, while other school-banned items may be retained, returned or disposed of where reasonable.

Safe disposal

Items will not be placed in an ordinary bin where doing so may be unsafe.

Vapes, batteries, liquids, unidentified substances, medication, sharps, fireworks and other hazardous items will be stored and disposed of through an appropriate safe route or transferred to the police or another competent authority.

Before an item is destroyed or disposed of, staff will confirm that:

- it has been identified correctly;
- it is not required as evidence;
- the police or DSL do not require it to be retained;
- it is not an authorised medical or SEND item;
- any relevant information has been recorded; and
- disposal can take place safely.

Electronic devices and stored data

Staff will not routinely:

- unlock a device;
- demand a password;
- read messages;
- inspect photographs or recordings;
- open applications;
- access social-media accounts; or
- search stored data

merely because the device has been confiscated.

An authorised member of staff may examine data or files on an electronic device confiscated following a lawful search only where there is a **good reason** to do so.

A good reason may exist where staff reasonably suspect that the material:

- has caused or may cause harm;
- undermines the safe environment of the Academy;
- seriously disrupts teaching or learning; or
- relates to an offence.

Any examination must be limited to what is necessary and proportionate.

Where material may constitute evidence of an offence, it must not be deleted and the device must be passed to the police as soon as reasonably practicable.

Suspected nude or semi-nude images

Where staff suspect that a device may contain a nude or semi-nude image of a child, they must not intentionally:

- view it;
- copy it;
- print it;
- save or store it;
- share or forward it; or
- ask a pupil to display it.

The device must be secured and referred immediately to the DSL or a deputy.

Staff will follow:

- the Child Protection and Safeguarding Policy;
- KCSIE 2026;
- the DfE searching guidance; and
- UKCIS guidance on sharing nudes and semi-nudes.

KCSIE 2026 states that staff should not view or forward illegal images of a child and should use the specialist guidance where viewing is unavoidable.

Complaints about searches or confiscation

Concerns about searching, screening or confiscation will be considered under the Academy or Trust Complaints Policy.

Where a concern indicates that a member of staff may have:

- acted outside their authority;
- conducted an inappropriate search;
- used unnecessary force;

- breached safeguarding procedures; or
- behaved in a way that may meet the threshold for an allegation

the matter will be referred to the Headteacher and DSL and managed under the applicable safeguarding and staff-allegation procedures.

Restrictive Interventions, Reasonable Force, Restraint and Seclusion

Relationship with the FCAT Care and Control of Pupils Policy

Searching and confiscation are distinct from restrictive intervention.

Where staff use reasonable force, restraint, seclusion or another restrictive intervention, the Academy will follow the full procedures in the **FCAT Care and Control of Pupils Policy**.

This Behaviour Policy sets out the core principles. The FCAT policy contains the detailed operational procedures relating to:

- prevention and de-escalation;
- staff responsibilities and training;
- individual risk assessment;
- Behaviour Support and Positive Handling Plans;
- permitted and prohibited interventions;
- medical and post-incident support;
- recording and parent notification;
- governance monitoring; and
- complaints and allegations.

Definitions

For the purposes of this policy:

- **Restrictive intervention** means an action intended to prevent, restrict or subdue the movement of a pupil's body or part of their body. It may be physical or non-physical.
- **Reasonable force** is the statutory term covering physical intervention in limited circumstances.
- **Restraint** is a non-disciplinary intervention that immobilises a pupil or limits their movement. It may occur with or without direct physical contact.
- **Seclusion** is a non-disciplinary intervention in which a pupil is kept away from others and prevented from leaving by obstruction, blocking or making them believe they will be punished if they try to leave.

The ordinary operation of the Impact Room, Ready Room or another supervised provision must not amount to restraint or seclusion.

"Reasonable means using no more force than is necessary for the least amount of time."

— Department for Education, *Restrictive Interventions, Including Use of Reasonable Force, in Schools*, effective from 1 April 2026.

When reasonable force may be used
All members of Academy staff have the legal power to use reasonable force in limited circumstances to prevent or stop a pupil:

- causing injury to themselves;
- causing injury to another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at the Academy.

Whether force is reasonable will depend on the individual circumstances.

Any force used must be:

- necessary;
- reasonable and proportionate;
- the least restrictive effective response reasonably available;
- used for the shortest time necessary;
- reduced or stopped as soon as the immediate risk allows; and
- carried out with proper regard for the pupil's dignity, health and welfare.

Prevention and de-escalation
The Academy will seek to minimise restrictive intervention through:

- positive relationships;
- clearly taught routines;
- calm communication;
- early identification of distress;
- appropriate space and take-up time;
- reasonable adjustments;
- removal of avoidable triggers;
- sensory and communication support;
- involvement of trusted adults;
- individual behaviour and risk plans;
- de-escalation; and
- staff training.

Immediate danger may sometimes require urgent intervention before every possible de-escalation strategy has been attempted. Staff must nevertheless use the least restrictive option reasonably available in the circumstances.

Where there is an identified likelihood of restrictive intervention, the Academy will involve the pupil, parents or carers and relevant professionals in developing and reviewing preventative strategies and risk assessments.

Prohibited uses of force
Force will never be used:

- as punishment;
- to humiliate, frighten or intimidate;
- merely to secure compliance for its own sake;
- solely to make a pupil complete a detention or Impact placement;
- solely to recover a policy-only banned item;
- where a less restrictive and reasonably effective option is available; or
- in a manner that unreasonably affects breathing, circulation or the airway.

It is illegal to use force on a pupil for the purpose of punishment.

Seclusion

Seclusion is not a behaviour sanction.

It will not be used:

- for non-compliance;
- for disruption alone;
- to enforce an Impact placement;
- to make a pupil complete work;
- as punishment; or
- for staff convenience.

Seclusion may be used only as a safety intervention where necessary to protect the pupil or another person from an immediate risk of harm.

Where seclusion is used:

- the location must be safe and non-threatening;
- the pupil must be continuously supervised;
- staff must monitor the pupil's physical and emotional welfare;
- the intervention must last only while the immediate risk remains;
- the pupil must be allowed to leave as soon as the risk has sufficiently reduced; and
- the statutory recording, reporting and post-incident procedures must be followed.

A pupil will not be locked in a room as a disciplinary response.

SEND, disability and medical needs

Before using or continuing restrictive intervention, staff will consider:

- the pupil's age and understanding;
- SEND and disability;
- medical conditions;
- communication needs;
- sensory sensitivities;
- known trauma or vulnerability;
- the risk of physical or psychological harm;
- relevant individual healthcare, behaviour and risk plans;
- whether agreed reasonable adjustments have been implemented; and
- whether a less restrictive alternative is available.

Where a pupil is at increased risk of restrictive intervention, the Academy will consider a written Behaviour Support Plan, Positive Handling Plan or individual risk assessment developed with the pupil, parent or carer and relevant professionals.

Recording restrictive interventions

From 1 April 2026, the Academy must maintain procedures for recording:

- every significant incident in which a member of staff uses force;
- every incident of seclusion; and
- every incident of restraint, including non-contact restraint.

The written record will be completed as soon as practicable. Staff should endeavour to complete it on the same day.

The record will include, as appropriate:

- the pupil and staff involved;
- relevant SEND, disability and individual circumstances;
- the date, time, location and approximate duration;
- what happened before the incident;
- possible triggers;
- prevention and de-escalation attempted;
- the intervention used;
- the type and degree of force;
- why it was considered necessary;
- injuries or adverse effects;
- medical assistance;
- pupil and witness accounts;
- parent notification;
- post-incident support; and
- follow-up action.

Where one incident is both restraint and a significant use of force, it does not need to be reported twice, provided the applicable record contains all required information.

Informing parents following restrictive intervention

Parents or carers must be informed in writing as soon as practicable following:

- a significant use of force;
- restraint; or
- seclusion.

The Academy will endeavour to inform them no later than the same day.

The written information will normally include:

- the date, time, location and duration;
- why the intervention was considered necessary;
- the type and degree of force used;
- any injury;

- medical or welfare support provided; and
- proposed follow-up action.

The requirement applies even where the intervention is anticipated within a Behaviour Support or Positive Handling Plan.

Where informing a particular parent would be likely to cause serious harm to the pupil, the Academy will apply the statutory safeguarding exception and report the incident to another parent where safe or, where there is none, to the relevant local authority.

Post-incident support and review

Following restrictive intervention, the Academy will:

- check pupils and staff for injuries;
- provide first aid or medical assessment;
- obtain separate accounts;
- notify the DSL where appropriate;
- support the pupil, staff and witnesses;
- provide opportunities for reflection and debrief;
- consider relationship repair;
- review any Behaviour Support, Positive Handling or risk plan;
- consider additional reasonable adjustments;
- identify training or support needs; and
- record measures intended to reduce recurrence.

Where practicable, the follow-up reflection should be supported by a member of staff who was not directly involved in the incident.

Governance and monitoring of restrictive intervention

The Trust and Academy will review restrictive-intervention data regularly to identify:

- repeated use involving particular pupils;
- common triggers;
- whether interventions were effective;
- injuries or adverse outcomes;
- staff-training needs;
- whether prevention plans require revision;
- disproportionate use affecting pupils with SEND, disabilities or protected characteristics; and
- whether practice remains necessary, lawful and proportionate.

Complaints will be managed through the FCAT Complaints Policy. Allegations concerning inappropriate use of force will be managed under KCSIE 2026 and the Trust's procedures for allegations or concerns about adults working with children.

Related Policies

This section must be read alongside the:

- FCAT Care and Control of Pupils Policy;
- Child Protection and Safeguarding Policy;
- Mobile Phones and Devices Policy;
- Drugs, Alcohol, Tobacco and Vaping procedures;
- Behaviour Escalation Ladder;
- Impact Provision procedures;
- SEND Policy;
- Equality Policy;
- Supporting Pupils with Medical Conditions Policy;
- Online Safety Policy;
- Anti-Bullying Policy;
- Staff Code of Conduct;
- Health and Safety Policy; and
- Complaints Policy.

Reference Basis

- Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022. This remains the current DfE searching guidance.
- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024.
- Department for Education, *Restrictive Interventions, Including Use of Reasonable Force, in Schools*, effective from 1 April 2026.
- Department for Education, *Keeping Children Safe in Education 2026*, effective from 1 September 2026.
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348). (Legislation.)
- Education Act 1996, particularly sections 550ZA and 550ZB.
- Education and Inspections Act 2006, particularly sections 89, 91, 93, 93A and 94.
- Schools (Specification and Disposal of Articles) Regulations 2012.
- Equality Act 2010.
- Human Rights Act 1998.
- Health and Safety at Work etc. Act 1974.
- UK GDPR and Data Protection Act 2018.

Suspension, Permanent Exclusion and Pupil Movement

Aspire Academy is committed to maintaining a calm, safe, supportive and orderly environment in which pupils and staff are respected and all pupils can benefit from education.

Suspension and permanent exclusion are lawful behaviour-management tools. They will be used where warranted, following an individual assessment of the circumstances and in accordance with the applicable statutory process.

This section applies the Department for Education's statutory guidance:

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement, July 2026.

The July 2026 guidance has been in force since **26 July 2026** and replaces the previous version. It reflects new legislation placing academy off-site directions within the statutory framework.

This section must be read alongside the Academy's:

- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- SEND Policy and SEND Information Report;
- Equality Policy;
- Attendance Policy;
- Alternative Provision procedures;
- Impact procedures;
- Managed Move procedures;
- Supporting Pupils with Medical Conditions Policy;
- Online Safety Policy;
- Anti-Bullying Policy;
- FCAT Scheme of Delegation; and
- FCAT governance and exclusion-review procedures.

For this section:

- **"parent"** includes any person who has parental responsibility for the pupil and any person who has care of the pupil;
- **"relevant person"** means the parent where the pupil is under 18, or the pupil where they are aged 18 or over;
- **"governing board"**, in relation to Aspire Academy, means FCAT as the proprietor of the Academy, acting through the Trust Board or a committee or local governing body lawfully authorised under the Trust's articles and scheme of delegation; and
- **"Headteacher"** includes a person properly appointed to act as Headteacher during the Headteacher's absence.

Core Legal Standard

Any decision to suspend or permanently exclude must be:

"lawful; reasonable; fair; and proportionate"

The Headteacher will establish disputed facts using the civil standard of proof:

"on the balance of probabilities"

This means that the Headteacher must decide whether it is more likely than not that the relevant fact or incident occurred. The criminal standard of proof does not apply.

The Headteacher must also consider the Academy's duty of care when requiring a pupil to leave following an exclusion.

Key Legal Distinctions

Measure	Meaning	Legal and policy status
Suspension	A disciplinary exclusion for a fixed period with a defined beginning and end.	A formal sanction. The pupil remains on Aspire Academy's admission register.
Permanent exclusion	A disciplinary decision that the pupil must no longer attend Aspire Academy unless reinstated.	The Academy's most serious sanction and a last resort.
Off-site direction	A temporary requirement for a pupil to attend another mainstream school or alternative provision to improve their future behaviour.	A planned behavioural intervention. It is not a punishment, suspension or permanent exclusion.
Managed move	A voluntary and permanent transfer to another mainstream school.	A pupil-movement intervention requiring the agreement of all relevant parties.
Separation for safeguarding purposes	A rare, temporary decision preventing a pupil from attending the Academy premises where physical separation is essential to manage a safeguarding risk.	A safeguarding measure, not a disciplinary exclusion.
Impact or classroom removal	A supervised internal arrangement in which a pupil is removed from normal lessons for a defined period.	An internal behaviour intervention. It is not a suspension or exclusion.
Alternative provision	Education arranged outside the pupil's usual school, including sixth-day provision or provision arranged to meet behavioural, educational, medical or other needs.	Its precise legal status depends on the reason for and form of placement.

The Academy will describe, record and administer each measure accurately. A pupil will not be told that they have been "internally excluded" where the arrangement is classroom removal, nor will an off-site direction be represented as a suspension or punishment.

Authority and Decision-Making

Authority to Suspend or Permanently Exclude

Only the **Headteacher**, or a person formally appointed to act as Headteacher during the Headteacher's absence, may suspend or permanently exclude a pupil.

The power does not arise merely because a person is a Deputy Headteacher or member of the Senior Leadership Team. The person must have been properly appointed to act as Headteacher at the relevant time.

A suspension or permanent exclusion may be imposed only on **disciplinary grounds**.

Behaviour outside the Academy may be considered where it falls within the Academy's lawful authority to regulate pupil conduct, including conduct:

- on the journey to or from the Academy;
- while wearing Academy uniform;
- on an Academy visit or activity;
- while representing the Academy;
- directed towards another pupil or member of staff;
- involving online conduct connected to the Academy community; or
- which otherwise threatens the safety, welfare, discipline or reputation of the Academy community.

The individual circumstances and the connection between the conduct and the Academy will always be considered.

Individual Decision and No Automatic Tariff

No pupil will be suspended or permanently excluded automatically because of:

- a behaviour-code classification;
- a C5 incident;
- a points total;
- the number of Impact placements;
- failure of a report card;
- refusal to sign a Behaviour Support Agreement;
- a parent's failure to attend a meeting;
- refusal of a managed move;
- breach of a mobile-phone ban;
- a previous suspension threshold; or
- inclusion of an incident within a list of potentially serious behaviours.

Published consequences may inform the Headteacher's assessment, but they cannot replace the statutory requirement to make an individual, lawful and proportionate decision.

Investigation and Evidence

Depending on the circumstances, the Headteacher may consider:

- accounts from staff;
- the pupil's account;

- accounts from other pupils;
- witness statements;
- CCTV;
- photographs, video or audio recordings;
- electronic communications and online evidence;
- behaviour records;
- attendance records;
- safeguarding information;
- SEND and medical information;
- individual support plans;
- risk assessments;
- records of reasonable adjustments;
- information from parents or carers;
- physical evidence;
- information from another school or provider;
- information from children's social care, the police or other agencies;
- the impact on any victim;
- the effect on education, safety and welfare; and
- any other relevant and lawfully obtained evidence.

The Headteacher will assess the quality, credibility, consistency and relevance of the evidence. A decision will not be based solely on the number of people supporting a particular account.

The Headteacher will record:

- the allegation or behaviour considered;
- the evidence examined;
- any factual dispute;
- the findings made;
- the applicable standard of proof;
- the pupil's account;
- relevant contributing factors;
- equality and SEND considerations;
- safeguarding considerations;
- the effect on others;
- the reasons for the sanction; and
- why the decision was considered lawful, reasonable, fair and proportionate.

The Pupil's Views

Before deciding to suspend or permanently exclude, the Headteacher will normally:

- explain the allegation in language the pupil can understand;
- give the pupil a meaningful opportunity to provide their account;
- consider the pupil's views in light of their age and understanding;
- identify and provide communication support where required;
- allow an appropriate advocate or trusted adult to assist the pupil; and
- tell the pupil how their views were taken into account.

Support may include:

- a parent or carer;
- social worker;
- trusted member of staff;
- advocate;
- interpreter;
- communication aid;
- visual or written prompts;
- additional processing time; or
- another reasonable adjustment.

The Headteacher may proceed without obtaining the pupil's views where this would be inappropriate or impracticable, including where there is an immediate and serious safeguarding risk. The reason will be recorded.

Contributing Factors

The Headteacher will consider any relevant factor that may have contributed to the behaviour, including:

- provocation;
- bullying;
- discriminatory harassment;
- child-on-child abuse;
- exploitation;
- bereavement;
- trauma;
- family circumstances;
- mental or emotional distress;
- medical needs;
- SEND or disability;
- communication difficulties;
- sensory needs;
- unmet educational needs;
- caring responsibilities;
- the effect of medication;
- the failure to implement agreed provision;
- the failure to make a reasonable adjustment;
- whether the pupil understood the instruction or expectation;
- whether the pupil was responding to an immediate threat; and
- whether the pupil was seeking help or reporting a safeguarding concern.

A contributing factor does not automatically prevent suspension or permanent exclusion. It must, however, be identified, considered and given appropriate weight.

Police Investigations and Criminal Proceedings

The Headteacher does not have to delay a disciplinary decision solely because:

- the police are investigating;

- the pupil has been arrested;
- criminal charges may be brought; or
- criminal proceedings are taking place.

The Headteacher will make the decision using the evidence lawfully available at the time.

An arrest, allegation, charge or police investigation will not be treated as proof that the behaviour occurred.

Where evidence is restricted because of a police investigation or criminal proceedings, the Headteacher will consider what additional steps are needed to ensure that the Academy's process remains fair.

A governing-board meeting cannot simply be postponed because criminal proceedings are under way. The governing board must determine the matter using the evidence available within the applicable statutory framework.

Equality, SEND and Vulnerable Pupils

Equality Act 2010

The Academy will not discriminate against, harass or victimise a pupil because of:

- disability;
- race;
- sex;
- religion or belief;
- sexual orientation;
- pregnancy or maternity;
- gender reassignment; or
- another characteristic protected by law.

Before deciding upon suspension or permanent exclusion, the Headteacher will consider:

- whether disability was relevant to the behaviour;
- whether a policy, rule, provision, criterion or practice placed the pupil at a substantial disadvantage;
- whether required reasonable adjustments had been identified;
- whether those adjustments were implemented;
- whether further reasonable adjustments could have prevented or reduced the behaviour;
- whether the proposed action could amount to discrimination arising from disability;
- the need to provide any auxiliary aid or service;
- whether the process itself requires adjustment;
- whether the sanction is proportionate; and
- the Academy's Public Sector Equality Duty.

The Public Sector Equality Duty requires the Academy to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity; and

- foster good relations between people who share a relevant protected characteristic and those who do not.

A pupil will not automatically be exempt from a sanction because they have SEND or a disability. The Academy must nevertheless ensure that the decision and the process are lawful, proportionate and appropriately adjusted.

Pupils with SEN or an Education, Health and Care Plan

Where a pupil with SEN, a disability or an Education, Health and Care plan is at risk of suspension or permanent exclusion, the Academy will consider:

- whether the pupil's needs have been accurately identified;
- whether the graduated approach has been followed;
- whether SEN support is appropriate and effective;
- whether provision in an EHC plan is being delivered;
- whether the Academy has used its best endeavours to meet the pupil's SEN;
- whether required reasonable adjustments are in place;
- whether those adjustments remain effective;
- whether the behaviour may indicate an unidentified or unmet need;
- whether specialist advice is required;
- whether further assessment is required;
- whether a Behaviour Support Plan or risk assessment should be reviewed;
- whether an early or emergency EHC-plan review should be requested;
- whether additional multi-agency support is required; and
- whether another suitable placement should be discussed with the local authority.

A pupil will not be excluded because the Academy believes it cannot meet their SEN or disability. Any exclusion must be based on disciplinary grounds and satisfy the applicable legal test.

The existence of SEN or an EHC plan does not remove the Headteacher's authority to suspend or permanently exclude where the individual circumstances justify that decision. However, the Academy must be able to demonstrate proper consideration of need, provision, reasonable adjustments and relevant statutory duties.

Pupils with a Social Worker

Where a pupil has a social worker and there is an emerging risk of suspension or permanent exclusion, the Academy will involve:

- the social worker;
- the Designated Safeguarding Lead;
- the pupil;
- the parent or carer, unless doing so would create a safeguarding risk; and
- relevant professionals as early as reasonably possible.

Whenever a pupil with a social worker is suspended or permanently excluded, the Headteacher must notify the social worker **without delay** of:

- the decision;
- the reason or reasons; and
- the duration of any suspension.

The social worker will also be informed of any governing-board meeting and permitted to contribute.

Looked-After Pupils

Where a looked-after pupil may be at risk of suspension or permanent exclusion, the Academy will:

- involve the Designated Teacher;
- contact the social worker;
- contact the Virtual School Head;
- review the pupil's Personal Education Plan;
- consider the use of Pupil Premium Plus;
- involve carers and relevant professionals;
- consider additional support and alternatives; and
- ensure that the pupil's educational and safeguarding needs remain central.

Whenever a looked-after pupil is suspended or permanently excluded, the social worker and Virtual School Head must be notified **without delay**.

The Virtual School Head will also be informed of any governing-board or Independent Review Panel meeting and may contribute.

Previously Looked-After Pupils

Where a previously looked-after pupil is at risk of suspension or permanent exclusion, the Academy will involve:

- the pupil's parent or carer;
- the Designated Teacher; and
- other relevant staff.

The Academy may seek advice from the Virtual School Head regarding strategies to support the pupil. The Virtual School Head's statutory corporate-parent role does not extend to previously looked-after pupils, but advice may be provided when requested.

Safeguarding and Disciplinary Action

A safeguarding response and a behaviour response are separate but may operate at the same time.

A disciplinary sanction will not replace or delay:

- a safeguarding referral;
- protective action;
- risk assessment;
- support for affected pupils;
- preservation of evidence;
- medical assistance;
- contact with children's social care;
- contact with the police; or
- implementation of a safeguarding plan.

Where behaviour may constitute child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, exploitation, serious bullying or another safeguarding concern, the Designated Safeguarding Lead or a deputy will be involved.

The Academy may reach its own disciplinary conclusion on the balance of probabilities while police or social-care investigations are taking place, provided that doing so does not compromise safeguarding, criminal proceedings or procedural fairness.

Continued access to education is an important protective factor. Before final decisions are made, leaders will consider whether risk can be managed through a comprehensive safeguarding plan, while recognising that suspension or permanent exclusion may still be necessary.

Unlawful and Informal Exclusion

The Academy will not use an informal, unofficial or unrecorded exclusion.

Where a pupil is required to leave the Academy or told not to attend on disciplinary grounds, the formal suspension or permanent-exclusion process must be followed, even where:

- the exclusion is for only part of a day;
- the pupil is sent home to calm down;
- the parent agrees;
- the arrangement is described as voluntary;
- the pupil is asked to complete online work;
- the pupil is awaiting a meeting;
- the pupil is told not to attend until a uniform issue is resolved;
- the pupil is told not to attend until an apology is made;
- the pupil is told not to attend until a parent meeting takes place; or
- the pupil is directed to remain at home for any other disciplinary reason.

Any time a pupil is sent home for disciplinary reasons and asked to use Google Classroom, Oak National Academy or another online learning platform, the absence must still be recorded as a suspension.

The Academy will not:

- use a part-time timetable to manage behaviour;
- make reinstatement conditional upon parental attendance;
- make reinstatement conditional upon an apology or signed agreement;
- pressure a parent to remove a pupil from the admission register;
- pressure a parent to electively home educate;
- threaten permanent exclusion to secure a managed move;
- require a parent to accept alternative provision that is not in the pupil's interests;
- remove a pupil from roll outside the statutory process;
- backdate an exclusion or deletion from the admission register; or
- describe an enforced disciplinary absence as parental choice.

Where unlawful exclusion results in removal from the admission register, this may amount to off-rolling. Ofsted considers evidence of off-rolling when evaluating leadership and governance.

Suspension

A suspension temporarily removes a pupil from Aspire Academy for a fixed and defined period.

Suspension is an essential behaviour-management tool and may be used where the Headteacher considers it warranted.

It may be appropriate:

- following a serious single incident;
- following persistent breaches of the Behaviour Policy;
- where internal sanctions have not secured improvement;
- to signal that behaviour is placing the pupil at risk of permanent exclusion;
- to protect the safety or welfare of pupils or staff;
- to restore calm and order; or
- where the seriousness of the conduct requires a formal external sanction.

A suspension does not require every possible intervention to have been exhausted first. A sufficiently serious single incident may justify immediate suspension.

Where suspensions become frequent, the Academy will review whether suspension alone is effective and whether further intervention, provision or support is required.

Duration and Calculation

A pupil may be suspended:

- for one fixed period;
- for several fixed periods;
- for non-consecutive periods;
- for part of a school day; or
- for lunchtime only.

Every suspension must have a start date and end date fixed when the decision is made. It cannot be open ended.

A pupil may not be suspended for more than **45 school days in a single academic year**.

The Academy will maintain a reliable cumulative record that includes:

- full-day suspensions;
- part-day suspensions;
- lunchtime suspensions;
- days spent out of school before an exclusion was cancelled; and
- suspensions imposed by another school during the same academic year.

A lunchtime suspension counts as **half a school day** when calculating whether a governing-board meeting is triggered.

Every part-day or lunchtime suspension must be:

- formally authorised by the Headteacher;
- notified in accordance with the statutory requirements;

- recorded accurately; and
- included in the relevant cumulative calculations.

Conduct That May Warrant Suspension

Depending on the seriousness and individual circumstances, suspension may be considered for conduct including:

- physical assault;
- fighting;
- violence or attempted violence;
- serious threats or intimidation;
- serious verbal abuse;
- serious discriminatory abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- serious bullying;
- possession or use of a weapon;
- possession or supply of illegal drugs;
- serious or persistent disruption;
- serious defiance;
- serious damage;
- theft;
- serious misuse of technology;
- filming or distributing harmful material;
- conduct endangering pupils or staff;
- serious internal truancy;
- serious behaviour outside the Academy; or
- another serious or persistent breach of the Behaviour Policy.

This list is illustrative and not exhaustive. Inclusion in the list does not create an automatic suspension. Conduct that is not listed may still warrant suspension depending on its seriousness and impact.

Education During Suspension or Permanent Exclusion

First Five School Days

During the first five school days of a suspension, the Academy will take reasonable steps to:

- set suitable work;
- ensure work is accessible;
- provide necessary instructions and resources;
- maintain appropriate educational contact;
- make reasonable adjustments;
- collect completed work; and
- mark or provide feedback on completed work.

The same approach will apply during the first five school days following permanent exclusion where the pupil is not already attending alternative provision.

Online learning platforms may be used, but the Academy will ensure that:

- work is accessible outside school;
- the pupil has reasonable access to necessary resources;
- work is suitably challenging;
- SEND and disability-related adjustments continue; and
- online work is not used as a substitute for formally recording an exclusion.

Sixth-Day Provision Following Suspension

For a suspension of more than five school days, FCAT must arrange suitable full-time education for a pupil of compulsory school age beginning no later than the sixth school day of the suspension.

Consecutive suspensions are treated cumulatively. The duty cannot be avoided by issuing several shorter consecutive suspensions.

The Trust and Academy will assure themselves that the provision is:

- suitable;
- full time, unless the pupil's individual health needs justify otherwise;
- safe;
- accessible;
- capable of meeting SEND and medical needs;
- appropriately staffed;
- appropriately monitored; and
- consistent with safeguarding requirements.

The Academy will also consider:

- travel and transport;
- attendance monitoring;
- behaviour monitoring;
- information sharing;
- safeguarding-file transfer;
- the correct attendance code; and
- the quality and effectiveness of the placement.

Sixth-Day Provision Following Permanent Exclusion

Following permanent exclusion, the pupil's home local authority must arrange suitable full-time education beginning no later than the sixth school day after the first day of permanent exclusion.

Where a pupil has an EHC plan, the local authority may need to:

- review the plan;
- reassess the pupil's needs;
- identify a suitable new placement; and
- consult the pupil and parent.

Looked-After Pupils and Pupils with a Social Worker

For a looked-after pupil or pupil with a social worker, the Academy and local authority should work together to arrange suitable alternative provision from the first day following suspension or permanent exclusion wherever practicable.

For a looked-after pupil, immediate education arrangements should be documented in the Personal Education Plan.

Final Year of Compulsory Education
The statutory requirement to arrange sixth-day provision does not apply where the pupil:

- is in the final year of compulsory education; and
- has no further public examinations to sit.

The Academy will nevertheless consider what reasonable educational, careers, transition and pastoral support should continue to be provided.

Notification Following Suspension or Permanent Exclusion

Initial Parent Notification
The Headteacher must notify the relevant person without delay of:

- the decision;
- whether the decision is a suspension or permanent exclusion;
- the reason or reasons;
- the start date;
- the duration and end date of a suspension; or
- the fact that the exclusion is permanent.

Initial notification should normally be made by telephone or in person where practicable, but this must not delay the required written notice.

Written Notification
The written notice will include, as applicable:

- the precise reason or reasons for the decision;
- the period of suspension;
- confirmation that an exclusion is permanent;
- the right to make representations to the governing board;
- how representations may be made;
- how the pupil may participate;
- when the governing board must consider reinstatement;
- the right to attend a required governing-board meeting;
- the right to be represented at the parent's own expense;
- the right to bring a friend;
- the right to request remote access;
- how and to whom a remote-access request should be made;
- arrangements for education;
- arrangements for any alternative provision;
- details of a public examination or national curriculum test that may be missed;

- the parent's public-place duty;
- the days on which the public-place duty applies;
- sources of free and impartial advice; and
- appropriate contact information.

The notice will be clear and accessible. Reasonable adjustments will be made for:

- disability;
- communication needs;
- literacy needs;
- English as an additional language; or
- another identified barrier.

A notice may be sent electronically only to an address or number that the parent has agreed may be used for notices of this kind.

Parent's Public-Place Duty

For the first five school days of a suspension or permanent exclusion—or until suitable full-time provision starts or the suspension ends, if earlier—the parent of a compulsory-school-age pupil must ensure that the pupil is not present in a public place during school hours without reasonable justification.

The Academy must inform the parent of the days on which this duty applies:

- without delay; and
- no later than the end of the afternoon session on the first day of exclusion.

Alternative-Provision Information

Where alternative provision has been arranged, the parent will be informed of:

- the start date;
- address;
- start and finish times;
- morning and afternoon session times where applicable;
- break times where relevant; and
- the person to whom the pupil should report.

Where these details are not available by the end of the first day, they must normally be supplied:

- without delay; and
- no later than 48 hours before the provision begins.

Provision may begin with less than 48 hours' notice where it begins before the sixth day and the parent consents.

Local Authority
The Headteacher must notify the local authority without delay of every suspension and permanent exclusion, regardless of length.

For a permanent exclusion where the pupil lives in another local-authority area, the pupil's home local authority must also be notified without delay.

Social Worker and Virtual School Head
Where the pupil has a social worker, the social worker must be notified without delay.
Where the pupil is looked after, the Virtual School Head must also be notified without delay.
The social worker and Virtual School Head must also be informed of any governing-board or Independent Review Panel meeting and allowed to contribute.

Governing Board
The Headteacher must notify the governing board without delay of:

- every permanent exclusion;
- any suspension resulting in the pupil's total exceeding five school days in a term;
- any exclusion resulting in the pupil's total exceeding ten lunchtime suspensions in a term; and
- any exclusion resulting in the pupil missing a public examination or national curriculum test.

Other suspensions not previously notified must be reported to the governing board at least once each term.

Public Examinations and National Curriculum Tests
Where a suspension or permanent exclusion may cause a pupil to miss a public examination or national curriculum test:

- the Headteacher's written notice will state whether the pupil will be permitted to sit the examination or test on Academy premises;
- the governing board must take reasonable steps to consider reinstatement before the examination or test;
- the Academy will consider the pupil's educational interests;
- safeguarding and site-safety risks will be assessed;
- examination integrity will be protected;
- alternative arrangements will be considered; and
- the Exams Officer will liaise with the awarding organisation where necessary.

There is no automatic right for a suspended or permanently excluded pupil to enter Academy premises to sit an examination or test.

The governing board may:

- permit access solely for the examination or test; or
- facilitate another appropriate arrangement.

For an academy, the maintained-school provision allowing a chair of governors to determine an urgent examination case alone does not automatically apply. The decision must be made by the Trust Board or a committee or local governing body authorised under FCAT's articles and governance arrangements.

Reintegration Following Suspension
Reintegration Strategy

Following:

- a suspension;
- a cancelled suspension;
- a cancelled permanent exclusion;
- an off-site direction; or
- a safeguarding separation,

the Academy will implement an appropriate reintegration strategy.

The strategy will aim to:

- offer the pupil a fresh start;
- help the pupil understand the effect of their behaviour;
- reteach and reinforce expectations;
- rebuild positive relationships;
- address missed learning;
- restore confidence;
- strengthen engagement with education;
- reduce the risk of recurrence; and
- foster "a renewed sense of belonging".

The strategy will be proportionate to the circumstances and individual pupil.

Reintegration Meeting or Conversation

The strategy will be communicated before or at the beginning of the pupil's return.

The pupil will be told that:

- they remain a valued member of the Academy;
- expectations remain high;
- previous behaviour is not a permanent obstacle to success;
- staff will support a successful return; and
- they can seek help if difficulties arise.

Parents will be encouraged to attend or contribute.

A pupil will **not** be prevented from returning to mainstream lessons because a parent:

- cannot attend;
- is unwilling to attend; or
- has not signed a document.

The pupil must be permitted to return when the suspension ends unless a separate lawful arrangement applies.

Possible Reintegration Support

Support may include:

- contact during the suspension;
- catch-up work;
- a named trusted adult;
- Head of Year support;
- Caseworker support;
- mentoring;
- restorative work;
- personalised behaviour targets;
- a report card;
- a Behaviour Support Plan;
- Hive intervention;
- SEND review;
- revised reasonable adjustments;
- risk assessment;
- seating or timetable adjustments;
- family support;
- multi-agency support;
- curriculum support; and
- scheduled review points.

The strategy will be reviewed and adapted with the pupil, parent and relevant professionals.

Cancelling a Suspension or Permanent Exclusion

The Headteacher may cancel a suspension or permanent exclusion:

- before it begins; or
- after it has begun,

provided that the governing board has not already met to consider reinstatement.

Where an exclusion is cancelled, the Headteacher must without delay:

- notify the relevant person;
- notify the governing board;
- notify the local authority;
- notify the social worker where applicable;
- notify the Virtual School Head where applicable;
- explain the reason for cancellation;
- offer the relevant person an opportunity to meet the Headteacher;
- permit the pupil to return without delay; and
- arrange appropriate reintegration.

The governing board's duty to consider reinstatement then ceases.

Any days already spent out of school continue to count towards the 45-school-day maximum.

A permanent exclusion cannot be cancelled where the pupil:

- has already been excluded for more than 45 school days in the academic year; or
- would have exceeded that total by the time the cancellation took effect.

Separation of Pupils for Safeguarding Purposes

Legal Status

In rare circumstances, the Academy may temporarily prevent a pupil from attending its premises for safeguarding reasons.

This may be considered where:

- there has been an allegation of serious harm;
- physical separation between pupils is essential;
- the risk cannot practicably be managed while all pupils remain on site; and
- temporary separation is necessary to protect one or more pupils.

This is **not**:

- a disciplinary suspension;
- a permanent exclusion;
- a punishment;
- a classroom-removal sanction; or
- a mechanism for avoiding the formal exclusion process.

Decision and Safeguards

The Designated Safeguarding Lead or a deputy will lead the safeguarding assessment.

The Academy will:

- assess immediate safety and welfare;
- consider the needs of all pupils involved;
- take account of the wishes and feelings of affected pupils;
- seek advice from children's social care, police or other agencies where appropriate;
- consider Equality Act and Human Rights Act duties;
- consider whether separation can be achieved on the premises;
- record why off-site separation is essential;
- inform the parent of the reason;
- notify the governing board without delay;
- arrange suitable education or work with the local authority and parent to secure it;
- set a clear review date;
- review the arrangement regularly; and
- end the arrangement as soon as off-site separation is no longer necessary.

The measure will not continue merely because:

- an investigation remains unfinished;
- a parent requests the permanent removal of another pupil;
- managing the case is difficult; or
- the Academy has not yet decided what disciplinary response may be appropriate.

Off-Site Direction

An off-site direction is a temporary requirement for a pupil to attend another mainstream school or alternative provision for the purpose of improving their future behaviour.

It may involve:

- full-time education at another setting; or
- a combination of education at Aspire Academy and off-site provision.

An off-site direction:

- is not a suspension;
- is not a permanent exclusion;
- is not a managed move;
- is not a punishment for past misconduct;
- does not require parental consent;
- must be temporary;
- must have clear objectives;
- must be kept under review; and
- must remain focused on improving future behaviour and successful reintegration.

The pupil remains the responsibility of Aspire Academy and FCAT throughout the direction.

The statutory framework for academy off-site directions applies from 26 July 2026 under section 55 of the Children's Wellbeing and Schools Act 2026 and the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

Authority to Make an Off-Site Direction

For an academy, the statutory responsibility rests with the proprietor, which is FCAT.

The decision must be made by:

- the FCAT Trust Board; or
- a committee, local governing body, Headteacher or other body or person holding valid delegated authority under the Trust's articles and scheme of delegation.

The Academy will not assume that the Headteacher alone has statutory authority to arrange or review an off-site direction unless this has been lawfully delegated by FCAT.

When an Off-Site Direction May Be Considered

An off-site direction will normally be considered where:

- appropriate in-school intervention has been unsuccessful;

- outreach support has been unsuccessful;
- in-school or outreach intervention is inappropriate to the circumstances;
- the pupil requires targeted, time-limited intervention;
- a different environment may assist behavioural improvement;
- additional specialist support is needed; or
- a structured temporary placement may reduce the risk of permanent exclusion.

An off-site direction will not be imposed solely because:

- the pupil has reached a points threshold;
- the pupil has failed a report card;
- a parent has not attended a meeting;
- another school is willing to take the pupil;
- Aspire Academy is finding the pupil difficult to manage; or
- the Academy wishes to remove the pupil from site as punishment.

Assessment Before Direction

Before arranging an off-site direction, the Academy and authorised FCAT decision-maker will consider:

- the pupil's behaviour;
- educational needs;
- prior and current attainment;
- academic potential;
- curriculum entitlement;
- SEND;
- disability;
- EHC-plan provision;
- communication needs;
- physical and mental health;
- medical needs;
- safeguarding risks;
- peer relationships;
- exploitation risks;
- transport;
- travel safety;
- attendance;
- family circumstances;
- the suitability of the proposed provider;
- the pupil's views;
- the parent's views; and
- the pupil's likely ability to benefit from the placement.

The pupil will be supported to express their views and told how those views were considered.

Evidence of Previous Intervention

Before an off-site direction, Aspire Academy should be able to evidence appropriate initial intervention, which may include:

- classroom strategies;
- pastoral support;
- SEND review;
- reasonable adjustments;
- mentoring;
- Behaviour Support Plans;
- risk assessment;
- Hive intervention;
- therapeutic support;
- family support;
- external-agency involvement;
- outreach;
- multi-agency support; or
- statutory assessment.

This does not require every conceivable intervention to have been attempted where an intervention would be inappropriate to the pupil's circumstances.

Placement Plan

Before the direction begins, Aspire Academy, FCAT and the receiving provider will agree a written placement plan setting out:

- reasons for the direction;
- behavioural objectives;
- educational objectives;
- proposed maximum duration;
- start date;
- anticipated end date;
- session times;
- curriculum arrangements;
- attendance arrangements;
- SEND provision;
- reasonable adjustments;
- healthcare arrangements;
- safeguarding arrangements;
- risk-management arrangements;
- transport arrangements;
- contact with the parent;
- contact with Aspire Academy;
- named responsible staff;
- review dates;
- success criteria;
- reintegration planning; and
- arrangements for ending the placement.

The placement will not be open ended.

The pupil must continue to receive a broad and balanced education, and the Academy's duties under the Equality Act 2010 and Children and Families Act 2014 continue throughout.

Alternative-Provision Due Diligence

Where an off-site direction involves alternative provision, Aspire Academy and FCAT remain responsible for commissioning and overseeing the placement.

Before placement, the Academy will satisfy itself that the provider:

- is safe and suitable;
- is operating lawfully;
- can meet the pupil's educational needs;
- can meet identified SEND and medical needs;
- provides an appropriate curriculum;
- has appropriately skilled staff;
- has suitable safeguarding arrangements;
- has completed appropriate checks on staff;
- can manage known risks;
- has clear attendance-reporting arrangements;
- has disclosed the location at which education will take place;
- has disclosed any subcontracting or satellite arrangements;
- has appropriate health and safety arrangements; and
- can contribute to the objectives and reintegration plan.

The Academy will not rely solely upon:

- inclusion on an approved-provider list;
- verbal assurances;
- a previous inspection;
- another school's experience; or
- a commissioning framework.

Its own due diligence and oversight will be completed and recorded. The DfE's alternative-provision guidance is statutory guidance for schools, academy trusts, governing bodies and local authorities and was updated in February 2025 to include unregistered provision and in-school units.

The Academy will obtain written confirmation of relevant safeguarding checks and require the provider to notify it of changes to:

- staffing;
- premises;
- subcontracting;
- safeguarding arrangements;
- registration status; or
- delivery arrangements.

Information Sharing

Before the placement begins, Aspire Academy will share necessary and proportionate information with the provider, including:

- prior and current attainment;

- academic potential;
- curriculum information;
- SEND information;
- EHC-plan provision;
- medical information;
- safeguarding information;
- relevant behaviour information;
- attendance information;
- a current risk assessment;
- effective de-escalation strategies;
- effective risk-management strategies;
- emergency contact information; and
- other information necessary to safeguard and educate the pupil and others.

Information will be:

- relevant;
- accurate;
- appropriately contextualised;
- shared securely;
- shared in advance; and
- limited to what is necessary and proportionate.

The safeguarding file will be managed in accordance with KCSIE and data-protection requirements. Data-protection law does not prevent necessary information sharing for safeguarding purposes.

Statutory Written Notice

The relevant person—and the local authority where the pupil has an EHC plan—must be notified in writing:

- as soon as practicable after the direction is made; and
- no later than two school days before the relevant placement day.

The notice must state:

- the address at which education will be provided;
- the person to whom the pupil should report on first attendance;
- the number of days for which the requirement applies;
- the reasons for the direction;
- the objectives of the direction;
- the start and end times of a single daily session; or
- where there are two daily sessions, the start of the morning session, end of the afternoon session and the beginning and end of the break between sessions.

Statutory Review Requirements

There is no statutory requirement for every off-site direction to be reviewed every 15 school days. The authorised FCAT body must:

- keep the direction under review for as long as it remains in effect;

- hold review meetings at intervals it considers appropriate, having regard to the pupil's needs;
- ensure reviews are frequent enough to demonstrate that the placement is meeting its objectives;
- consider the pupil's progress;
- consider the pupil's views;
- consider the parent's views;
- consider the provider's views;
- decide after each review whether the direction should continue;
- decide the period for which it should continue;
- set the next review date; and
- keep a written record.

Reviews should involve, where appropriate:

- the pupil;
- parent or carer;
- Aspire Academy;
- provider;
- social worker;
- Virtual School Head;
- local authority;
- SENCO;
- CAMHS;
- Youth Justice Service;
- safeguarding professionals; and
- other relevant agencies.

Requested Reviews

The following may request a review in writing:

- the parent;
- the pupil where aged 18 or over; and
- the local authority where the pupil has an EHC plan.

The Trust must hold the review as soon as reasonably practicable unless a review has already taken place within the preceding **10 weeks**.

Review Invitation

At least six days before a review meeting, the Trust must invite:

- the relevant person; and
- the local authority where the pupil has an EHC plan

to:

- attend; or
- submit written views before the date of the meeting.

So far as practicable, the review must be arranged for a date and time suitable for the parent or pupil aged 18 or over.

Review Decision

Following each review, the authorised FCAT body must decide:

- whether the direction should end;
- whether it should continue; and
- where it continues, for what further period.

It must take account of the views of those who:

- attended; or
- submitted written representations.

The relevant person must receive written notification of:

- the decision;
- reasons;
- any continuing period; and
- the next review arrangements

no later than **six days after** the review meeting.

Placement Quality Monitoring

Separate from the statutory review process, Aspire Academy will monitor:

- attendance;
- punctuality;
- curriculum access;
- educational progress;
- safeguarding;
- welfare;
- behaviour;
- SEND provision;
- healthcare arrangements;
- quality of teaching;
- pupil views;
- parent views;
- provider performance;
- progress against objectives; and
- reintegration planning.

Placement-quality reviews will normally take place at least half-termly and more frequently where risk, need or the statutory off-site-direction review timetable requires it.

The half-termly expectation is an Academy commissioning and oversight standard. It is not a statutory 15-day off-site-direction rule.

Attendance and Registration During Off-Site Direction

Where the pupil is directed temporarily to attend another school:

- the pupil will remain on Aspire Academy's admission register;
- the pupil will also be registered at the receiving school where required;
- Aspire Academy will use **Code D — Dual Registered at Another Educational Establishment** for relevant sessions; and
- the receiving school will maintain the corresponding subsidiary registration arrangements.

Where the pupil attends alternative provision that is not another school:

- the pupil will remain on Aspire Academy's admission register; and
- **Code B — Attending an Approved Educational Activity** may be used only where all statutory conditions for that code are met.

Attendance codes will reflect the pupil's actual legal and educational circumstances and will not be selected merely to improve reported attendance.

Ending the Direction

An off-site direction will end where:

- its objectives have been met;
- it is no longer improving behaviour;
- it is no longer in the pupil's best interests;
- the provider is no longer safe or suitable;
- risks cannot be managed;
- the direction reaches its authorised end point;
- a permanent managed move has been agreed;
- another lawful placement has been secured; or
- the authorised FCAT body ends it following review.

The pupil will not be required to "earn" a return outside the lawful terms of the direction.

A planned reintegration strategy will be implemented.

Managed Moves

Meaning

A managed move is a voluntary and permanent transfer to another mainstream school.

A managed move must:

- form part of a planned intervention;
- be in the pupil's best interests;
- be agreed by the parent;
- be agreed by the receiving school's admission authority;

- involve the pupil appropriately;
- comply with admissions law;
- comply with registration requirements;
- include appropriate safeguarding and educational information sharing; and
- result in a permanent transfer.

A managed move is not a disciplinary sanction.

No Trial Managed Moves

The law does not provide for:

- trial admission;
- trial managed move;
- conditional permanent admission; or
- removal from Aspire Academy's roll while a place elsewhere remains temporary or conditional.

Where a temporary placement is required to improve behaviour, the lawful mechanism is an off-site direction.

A managed move becomes permanent only when:

- all parties have agreed;
- the receiving school has permanently admitted the pupil;
- the pupil is lawfully entered on the receiving school's admission register; and
- the pupil is lawfully removed from Aspire Academy's admission register.

Following completion of the managed move, the pupil should be registered at one school only.

No Pressure or Coercion

The Academy will not:

- threaten permanent exclusion to secure agreement;
- state that a managed move is the only possible alternative;
- pressure a parent or pupil;
- pressure a parent to electively home educate;
- remove a pupil from roll before the move is permanent;
- make continued attendance conditional upon agreement; or
- permanently exclude a pupil because the parent refused a managed move.

Refusal to accept a managed move is not misconduct and cannot itself justify suspension or permanent exclusion.

Pupils with EHC Plans

Where a pupil has an EHC plan:

- the local authority must be involved before a managed move;
- the statutory EHC-plan amendment process must be followed;
- the named placement cannot be changed merely through agreement between schools;

- required provision must continue to be secured; and
- the parent and pupil must be involved.

Safeguarding and Information Sharing

Before a managed move, the original and receiving schools will share relevant information, including:

- attainment;
- academic potential;
- SEND;
- EHC-plan provision;
- medical needs;
- safeguarding information;
- attendance;
- current risk assessment;
- behaviour-support information;
- effective de-escalation strategies;
- support from external agencies; and
- information needed to manage risk to the pupil or others.

Where the pupil has a social worker, the social worker, Designated Safeguarding Lead and parent will be involved unless parental involvement would create a safeguarding risk.

Where the pupil is looked after, the Virtual School Head will also be involved and the Personal Education Plan will be reviewed.

Permanent Exclusion

Permanent exclusion is Aspire Academy's most serious disciplinary sanction and will be used only as a last resort.

The Headteacher may permanently exclude a pupil only where **both** of the following conditions are satisfied:

1. there has been a serious breach or persistent breaches of the Academy's Behaviour Policy; and
2. allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others, including staff or pupils.

Both conditions must be addressed explicitly in the Headteacher's decision record and written notification.

Individual Assessment

Permanent exclusion will not be automatic because of:

- a named offence;
- a C5 classification;
- a points total;
- repeated Impact placements;
- failure of a report card;
- failure of a Behaviour Support Agreement;

- refusal of a managed move;
- failure of a parent to attend;
- breach of a device ban;
- a previous number of suspensions; or
- a behaviour described in this policy as potentially serious.

The Headteacher will apply both statutory conditions to the individual facts.

Serious Breach or Persistent Breaches

Conduct potentially satisfying the first condition may include:

- serious violence;
- possession or threatened use of a weapon;
- supply of illegal drugs;
- serious sexual violence;
- serious harmful sexual behaviour;
- serious child-on-child abuse;
- serious discriminatory abuse;
- serious threats;
- deliberate endangerment;
- sustained serious disruption;
- repeated serious breaches despite appropriate intervention; or
- another serious breach of the Behaviour Policy.

This list is illustrative and does not predetermine the outcome.

Serious Harm Test

The Headteacher must separately decide whether continued attendance would seriously harm:

- the pupil's education;
- another pupil's education;
- the pupil's welfare;
- another pupil's welfare;
- staff welfare; or
- the safety and orderly operation of the Academy.

General concern, inconvenience, reputational risk or a wish to demonstrate high standards is not sufficient.

The decision record will identify:

- the harm relied upon;
- who may be harmed;
- why the harm is serious;
- the evidence supporting the assessment;
- whether risk can be managed by another reasonable measure; and
- why permanent exclusion is proportionate.

Alternatives and Previous Support

Where relevant, the Headteacher will consider:

- previous support;
- previous interventions;
- reasonable adjustments;
- SEND provision;
- safeguarding action;
- restorative work;
- risk management;
- curriculum adaptations;
- pastoral support;
- off-site direction;
- voluntary managed move;
- alternative provision;
- external-agency involvement; and
- whether unmet need contributed to the behaviour.

Permanent exclusion may still be justified following a single exceptionally serious incident. It is not a legal requirement that every possible intervention must have been tried where both statutory conditions are satisfied.

Support for Pupils and Staff Affected
Where serious behaviour has affected another pupil or member of staff, the Academy will:

- assess safeguarding and welfare needs;
- offer appropriate support;
- consider medical or emotional support;
- implement risk-management arrangements;
- explain the process within confidentiality limits;
- avoid promising a predetermined sanction;
- consider the person's views; and
- distinguish support for the affected person from the Headteacher's disciplinary decision.

Governing-Board Consideration of Reinstatement
For Aspire Academy, governing-board functions will be exercised by the FCAT Trust Board or a committee or local governing body lawfully authorised under the Trust's articles and scheme of delegation.

The governing board does not hear an "appeal". It considers representations and, where it has statutory power, decides whether the pupil should be reinstated.

Statutory Thresholds

Circumstance	Governing-board requirement
Permanent exclusion	Meet and consider reinstatement within **15 school days** of receiving notice.
Suspension bringing the pupil's total to **more than 15 school days in a term**	Meet and consider reinstatement within **15 school days** of receiving notice.
Exclusion causing the pupil to miss a public examination or national curriculum test	Meet within 15 school days and take reasonable steps to determine the matter before the examination or test.

Circumstance	Governing-board requirement
Suspension bringing the pupil's total to **more than five but not more than 15 school days in a term**, where the relevant person makes representations	Meet and consider reinstatement within **50 school days** of receiving notice.
Suspension of five or fewer school days in a term	Consider any representations, but the governing board cannot direct reinstatement and is not required to arrange a meeting.
More than five but not more than 15 days where no representations are made	No meeting is required and the governing board has no power to direct reinstatement.

Where a meeting is legally required, it must take place even where:

- the suspension has already ended;
- the parent does not wish the pupil to return;
- the pupil is attending another setting; or
- the relevant person does not attend.

The governing board must make reasonable endeavours to comply with the statutory timescale. A decision is not automatically invalid solely because the timescale was missed, but delay should be avoided and explained.

Notification of the Governing-Board Decision

Where the governing board is legally required to consider reinstatement, it must notify the following in writing and without delay:

- the relevant person;
- the Headteacher;
- the local authority;
- the social worker where applicable;
- the Virtual School Head where applicable; and
- the pupil's home local authority where different.

The notification will give sufficiently detailed reasons to allow the parties to understand why the decision was reached.

Where permanent exclusion is upheld, the notice will also explain:

- that the exclusion remains permanent;
- the right to apply for an Independent Review Panel;
- the 15-school-day application deadline;
- where and to whom the application must be submitted;
- the right to request remote access;
- the right to request a SEN expert;
- that a SEN expert may be requested regardless of whether the pupil has recognised SEN;
- the role of the SEN expert;
- the right to appoint a representative at the applicant's own expense;
- the right to bring a friend;
- how to make an Equality Act claim; and

- sources of free and impartial advice.

Remote-Access Meetings

A parent—or permanently excluded pupil aged 18 or over—may request that a governing-board meeting or Independent Review Panel takes place using remote access, such as a live video link.

Where a valid request has been made, the meeting must be held remotely provided that:

- all participants can hear and be heard;
- video participants can see and be seen;
- all participants can participate effectively;
- the technology is suitable;
- reasonable adjustments have been made;
- confidentiality can be maintained; and
- the meeting can be conducted fairly and transparently.

Where these conditions cannot be satisfied, or safeguarding concerns prevent fair participation, the meeting must take place in person.

Remote access should not be treated as the default. Face-to-face meetings should be encouraged, but the relevant person will not be pressured to withdraw a lawful request.

Social workers and Virtual School Heads must be permitted to participate remotely, regardless of the format chosen for the main meeting, where they can participate effectively and their remote attendance does not undermine fairness.

Independent Review Panel

Where the governing board upholds a permanent exclusion, the relevant person may apply for an Independent Review Panel.

The application must normally be made within **15 school days** of written notification of the governing board's decision.

The application may challenge the decision on grounds including:

- legality;
- procedural fairness;
- reasonableness;
- proportionality;
- consideration of evidence;
- SEND;
- disability;
- equality;
- safeguarding; or
- another relevant matter.

SEN Expert

The relevant person may require FCAT to appoint a SEN expert at no cost to them.

A SEN expert may be requested whether or not the pupil:

- has identified SEN;
- is receiving SEN support; or
- has an EHC plan.

The SEN expert advises the panel on whether the Academy's policies and their application were lawful, reasonable and procedurally fair in relation to SEN.

Panel Outcomes

The Independent Review Panel may:

- uphold the governing board's decision;
- recommend that the governing board reconsider; or
- quash the decision and direct the governing board to reconsider where the decision was flawed according to judicial-review principles.

The Independent Review Panel does not itself reinstate the pupil.

Reconsideration

Where the panel recommends or directs reconsideration, the governing board must reconvene within 10 school days of receiving notice.

The governing board must:

- reconsider the question of reinstatement conscientiously;
- consider the panel's findings;
- reconsider the matter afresh;
- avoid treating its original decision as predetermined; and
- notify the relevant parties of its reconsidered decision and reasons without delay.

Independent Review Panel Records

The clerk will ensure that minutes are taken, including:

- attendance;
- evidence considered;
- voting;
- decision;
- reasons; and
- any direction concerning the pupil's educational record.

Independent Review Panel minutes will be retained by FCAT for at least **five years**.

Equality Act Claims

The exclusion and review procedures do not remove rights under the Equality Act 2010.

A claim relating to disability discrimination may be made to the:

First-tier Tribunal (Special Educational Needs and Disability).
A claim relating to another protected characteristic may be made to the:

County Court.
Claims should generally be lodged within six months of the alleged discrimination. The tribunal or court may have discretion to accept a later claim where it is just and equitable.

An Independent Review Panel process will not be postponed merely because an Equality Act claim has also been made.

Removal from the Admission Register

A permanently excluded pupil's name will not be removed from Aspire Academy's admission register until the applicable statutory conditions have been satisfied.

The pupil's name must normally be removed where:

- 15 school days have passed since the relevant person was notified of the governing board's decision not to reinstate and no Independent Review Panel application has been made; or
- the relevant person has stated in writing that they will not apply for an Independent Review Panel.

Where an application is made within the deadline, the pupil will remain on roll until:

- the review has been determined or abandoned; and
- any governing-board reconsideration recommended or directed by the panel has been completed.

Removal will not be backdated to the date permanent exclusion began. When removal takes place, the Academy will make the required return to the local authority, including:

- pupil's full name;
- pupil's address;
- parent details;
- emergency contact number;
- grounds for deletion;
- any known new address;
- details of any new school; and
- the relevant date of transfer or attendance.

Confirmation of receipt will be obtained. Relevant safeguarding and risk information may be shared with the receiving setting in advance where this is necessary to enable appropriate support or risk management.

Core Academy Commitments

Aspire Academy will:

- maintain high expectations;
- use suspension where warranted;
- reserve permanent exclusion for cases satisfying both statutory conditions;

- protect pupils and staff from serious harm;
- listen to pupils;
- consider relevant context;
- meet equality and SEND duties;
- make reasonable adjustments;
- follow safeguarding procedures;
- notify required parties promptly;
- maintain education during exclusion;
- support successful reintegration;
- use off-site direction only to improve future behaviour;
- ensure managed moves are voluntary and permanent;
- reject informal exclusion and off-rolling;
- maintain accurate attendance and admission records;
- quality-assure alternative provision; and
- maintain transparent governance and accurate records.

Related Policies and Procedures

This section should be read alongside the:

- Behaviour Escalation Ladder;
- Impact and Classroom Removal procedures;
- Child Protection and Safeguarding Policy;
- SEND Policy;
- SEND Information Report;
- Equality Policy;
- Attendance Policy;
- Alternative Provision Policy or procedures;
- Off-Site Direction procedure;
- Managed Move procedure;
- Supporting Pupils with Medical Conditions Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Mobile Phones and Devices Policy;
- Exams Policy;
- Complaints Policy;
- FCAT Scheme of Delegation;
- FCAT governance framework;
- FCAT exclusion and Independent Review Panel procedure; and
- admission and pupil-registration procedures.

Legislative and Guidance Reference Basis

Primary Legislation

- Education Act 1996, including sections 19, 537A and 572.
- Education Act 2002, including sections 29A and 51A.
- Education and Inspections Act 2006, including sections 89, 100 and 103–105.
- Education Act 2011.
- Children and Families Act 2014, including sections 42, 44 and 66.

- Children's Wellbeing and Schools Act 2026, including section 55 concerning academy educational provision for improving behaviour.
- Equality Act 2010.
- Human Rights Act 1998.
- Children Act 1989.
- Children Act 2004.
- UK General Data Protection Regulation.
- Data Protection Act 2018.
- Data (Use and Access) Act 2025.

Regulations

- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, SI 2012/1033, as amended.
- School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023, SI 2023/571.
- School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) (No. 2) Regulations 2023, SI 2023/882.
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended.
- Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as amended.
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, SI 2026/558.
- School Attendance (Pupil Registration) (England) Regulations 2024, SI 2024/208.
- Education (Information About Individual Pupils) (England) Regulations 2013.
- Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.
- Special Educational Needs and Disability Regulations 2014.

Statutory and Departmental Guidance

- Department for Education, **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement**, July 2026, in force from 26 July 2026.
- Department for Education, **Behaviour in Schools: Advice for Headteachers and School Staff**, February 2024.
- Department for Education, **Keeping Children Safe in Education 2026**, in force from 1 September 2026. Until that date, KCSIE 2025 remains operative.
- Department for Education, **Arranging Alternative Provision: A Guide for Local Authorities and Schools**, updated February 2025.
- Department for Education, **Working Together to Improve School Attendance**, updated July 2026.

- Department for Education and Department of Health, **Special Educational Needs and Disability Code of Practice: 0 to 25 Years**.
- Department for Education, **Equality Act 2010: Advice for Schools**.
- Department for Education, **Promoting the Education of Looked-After and Previously Looked-After Children**.
- Department for Education, **School Admissions Code 2021**.
- Department for Education, **Mental Health and Behaviour in Schools**.
- Department for Education, current guidance for parents and carers on behaviour, suspension and permanent exclusion.
- Joint Council for Qualifications, current **Instructions for Conducting Examinations**.

Conduct Beyond the Academy Site: Upholding Aspire's Standards and Reputation

Aspire Academy expects pupils to demonstrate the Academy's values of Ready, Respectful and Safe when their conduct has a reasonable connection with the Academy, even where the behaviour takes place away from the Academy premises or outside the ordinary school day.

The Academy may investigate and sanction conduct outside the Academy, including online conduct, **only to the extent that it is reasonable to do so**.

"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable."

— Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, page 25.

This authority will be exercised to:

- protect pupils, staff and members of the community;
- maintain safe travel to and from the Academy;
- address bullying, harassment and harmful online behaviour;
- prevent off-site conduct from disrupting education;
- maintain public confidence in the Academy;
- support pupils to understand that actions have consequences; and
- safeguard the dignity, welfare and rights of everyone affected.

The Academy's authority is not unlimited. A pupil will not be sanctioned merely because conduct happened outside school or because a member of the community disapproves of it.

Legal basis

The Education and Inspections Act 2006 permits a school, to such extent as is reasonable, to regulate conduct occurring when a pupil is away from the school premises and is not under the lawful control or charge of a member of staff.

The Act also recognises that conduct falling below the standard reasonably expected of a pupil may include off-site conduct where it is reasonable for the school to regulate that conduct. Any disciplinary penalty must be reasonable and proportionate and must comply with equality, SEND, human-rights and other statutory requirements.

The Academy will therefore distinguish between:

- conduct which has a clear and reasonable connection with Aspire Academy; and
- conduct which is primarily a private or family matter and has no sufficient connection with the Academy, its pupils, staff, safety, educational environment or reputation.

Circumstances in which this policy may apply

The Academy may respond to misconduct occurring outside its premises, including online misconduct, where the pupil is:

- taking part in an Academy-organised or Academy-related activity;
- travelling to or from the Academy;
- travelling on Academy-arranged, local-authority or public transport connected with the school journey;
- wearing Aspire Academy uniform;
- carrying an Aspire Academy bag, badge or other identifying item;
- otherwise identifiable as an Aspire Academy pupil;
- representing the Academy at a fixture, visit, event or community activity; or
- under the lawful control or charge of an Academy member of staff.

The Academy may also respond where the conduct:

- could have repercussions for the orderly running of the Academy;
- disrupts teaching, learning, attendance or relationships within the Academy;
- poses a threat to, or causes harm to, another pupil;
- targets a member of staff because of their role at the Academy;
- involves bullying, harassment or intimidation connected with the Academy community;
- creates a safeguarding risk;
- is likely to be brought into the Academy and continue there;
- involves Academy property, systems or accounts;
- may amount to criminal conduct affecting the Academy community; or
- could adversely affect the Academy's reputation.

These are the circumstances expressly identified in current DfE guidance as potentially falling within a school's off-site disciplinary authority.

Wearing Academy uniform

Pupils wearing Aspire Academy uniform are clearly identifiable as members of the Academy community and are expected to behave responsibly.

Wearing uniform is an important factor when considering whether off-site conduct has a sufficient connection with the Academy. It does not, however, create an unrestricted power to discipline every action undertaken by a pupil outside school.

The Academy will consider:

- what occurred;
- where and when it occurred;
- whether the pupil was clearly identifiable;
- whether another pupil, member of staff or member of the community was affected;
- the seriousness and impact of the behaviour;

- the connection with the Academy; and
- whether an Academy sanction would be reasonable and proportionate.

Protecting lawful expression and legitimate reporting

The Academy's reputation must not be used as a reason to suppress legitimate concerns or lawful expression.

A pupil will not be sanctioned merely because they:

- make a genuine complaint;
- report a safeguarding concern;
- report misconduct by another person;
- raise a concern with an appropriate authority;
- express a lawful opinion;
- disagree respectfully with an Academy decision;
- provide truthful information to their parent or carer; or
- seek help or advice.

Where the Academy considers that conduct has affected its reputation, it must identify the actual misconduct and its impact. Mere criticism, embarrassment or disagreement will not, by itself, justify a sanction.

Online conduct outside the Academy

The same standards of kindness, dignity, safety and respect apply online as apply offline. The Academy may investigate and respond to online conduct occurring outside the school day where it:

- involves another Aspire pupil;
- targets an Academy member of staff;
- involves cyberbullying;
- contains discriminatory, threatening or abusive material;
- involves sexual harassment or harmful sexual behaviour;
- includes the non-consensual creation or sharing of images or recordings;
- involves harmful, nude or semi-nude images;
- encourages violence, intimidation or criminal conduct;
- causes or risks harm to another pupil;
- disrupts relationships, safety or learning within the Academy;
- uses Academy accounts, platforms or property; or
- otherwise has a substantial connection with the Academy community.

DfE guidance recognises that online incidents outside school can make school feel unsafe and may be sanctioned where they cause harm, threaten another pupil, disrupt the orderly running of the school, involve an identifiable pupil or adversely affect the school's reputation.

Online behaviour that has no sufficient relationship to Aspire Academy will not ordinarily be treated as an Academy disciplinary matter, although safeguarding support may still be offered where appropriate.

Child-on-child abuse outside the Academy

Child-on-child abuse can occur:

- inside the Academy;
- outside the Academy;
- in the community;
- during travel;
- at social events; and
- online.

Where an off-site incident may involve bullying, abuse, exploitation, sexual harassment, sexual violence or another safeguarding concern, staff must inform the Designated Safeguarding Lead or a deputy.

The concern will be managed under the Child Protection and Safeguarding Policy as well as, where appropriate, the Behaviour Policy. KCSIE 2026 states that concerns about child-on-child abuse should be referred to the DSL whether the suspected abuse occurred on or off-site and identifies the matter as a safeguarding concern for both the victim and alleged perpetrator.

A behaviour sanction will not replace or delay safeguarding action.

Conduct on school transport and public transport

Pupils are expected to behave safely and respectfully when:

- waiting at a bus stop;
- boarding or leaving a vehicle;
- travelling on a local-authority school vehicle;
- travelling in a taxi or minibus;
- using an Academy-arranged vehicle;
- travelling on a Blackpool Transport bus;
- using another public bus, tram or train; or
- walking or cycling to and from the Academy.

Prohibited conduct includes:

- distracting or obstructing the driver;
- refusing to sit or wear a seat belt where one is provided;
- pushing, fighting or threatening others;
- bullying, discriminatory abuse or harassment;
- throwing objects;
- interfering with doors, windows or safety equipment;
- causing deliberate damage;
- vaping or smoking;
- filming or photographing others without permission;
- behaving dangerously near a road or vehicle; and
- conduct those places passengers or the public at risk.

Current statutory school-travel guidance expects schools and local authorities to collaborate to promote good behaviour on school transport and confirms that schools may sanction off-site transport misconduct where reasonable.

The Academy may:

- investigate the incident;
- impose a Behaviour Policy consequence;
- contact parents or carers;
- share relevant information with the local authority or transport operator;
- agree a transport behaviour plan;
- introduce a seating or supervision arrangement;
- provide travel-safety education; and
- refer serious conduct to the police or safeguarding agencies.

Aspire Academy cannot itself prohibit a pupil from using an ordinary public transport service. Decisions about access to local-authority transport or a commercial service remain with the relevant local authority or transport operator. Where statutory transport is affected, the local authority remains responsible for complying with its legal duties.

Reports received from members of the community

The Academy may investigate information received from:

- Academy staff;
- pupils;
- parents or carers;
- members of the public;
- transport staff;
- neighbouring schools;
- businesses or community organisations;
- police;
- children's social care;
- CCTV providers; or
- another reliable source.

A report will not automatically establish that misconduct occurred.

The Academy will consider:

- the detail and reliability of the report;
- whether the person witnessed the conduct directly;
- whether the pupil has been identified accurately;
- whether CCTV, photographs or recordings are available;
- whether accounts are consistent;
- whether there is evidence of mistake, exaggeration or malice;
- whether further witnesses should be contacted;
- whether safeguarding action is required; and
- whether police involvement limits the Academy's investigation.

Anonymous information may prompt further enquiries, but the weight given to it will depend on its detail, credibility and whether it can be corroborated.

Investigation and procedural fairness

Before imposing a sanction for alleged off-site conduct, the Academy will normally:

1. establish precisely what is alleged;
2. identify the connection with Aspire Academy;
3. assess any immediate safety or safeguarding risk;
4. obtain and preserve relevant evidence;
5. give the pupil a meaningful opportunity to provide their account;
6. consider relevant witness information;
7. consider whether the conduct is admitted, disputed or unclear;
8. consider SEND, disability, communication and medical needs;
9. consider bullying, exploitation, provocation or other contributing factors;
10. determine whether it is reasonable for the Academy to regulate the conduct; and
11. decide whether a sanction is justified and proportionate.

For internal disciplinary purposes, disputed facts will ordinarily be determined using the **balance of probabilities**: whether it is more likely than not that the conduct occurred. This does not mean that an allegation will be accepted without appropriate evidence.

A pupil will not be sanctioned solely because:

- they were present nearby;
- they are friends with another pupil involved;
- their name was mentioned;
- a video is incomplete or lacks context;
- they have previously displayed similar behaviour; or
- the allegation has been posted or repeated online.

Pupil voice and communication support

The pupil will normally be:

- told the substance of the allegation;
- given an opportunity to explain;
- permitted to identify relevant evidence or witnesses;
- supported to communicate where necessary; and
- told the outcome and reason for any sanction.

Reasonable communication support may include:

- a trusted adult;
- visual or written prompts;
- an interpreter;
- additional processing time;
- communication aids;
- a quieter meeting environment; or
- another appropriate reasonable adjustment.

The Academy may take urgent protective action before completing the full investigation where this is necessary to safeguard a pupil or member of staff.

Safeguarding, exploitation and contributing circumstances

Off-site conduct may indicate that a pupil:

- is being bullied;
- is being criminally or sexually exploited;
- is involved in county lines activity;
- is experiencing coercion or peer pressure;
- is subject to domestic abuse;
- is experiencing difficulties at home;
- has unmet mental-health or SEND needs;
- has been threatened or provoked;
- is acting in response to fear;
- is misusing drugs or alcohol; or
- requires support before statutory intervention.

Staff will maintain professional curiosity and notify the DSL where appropriate.

Sanction and support are not mutually exclusive. The Academy may impose a proportionate consequence while also providing safeguarding, SEND, pastoral or multi-agency support. Current DfE guidance expressly recognises that disciplinary action and support can occur at the same time.

Suspected criminal conduct

Where off-site conduct may constitute a criminal offence, the Academy will make an initial assessment by gathering sufficient information to establish the basic facts.

The Academy will:

- notify the DSL where safeguarding may be engaged;
- preserve relevant evidence;
- consider whether police or children's social care should be contacted;
- avoid interfering with a police investigation;
- record its decisions and rationale; and
- provide appropriate support to affected pupils.

Once a decision has been made to report an incident to the police, further Academy action will be coordinated so that it does not prejudice the police investigation. The Academy may continue its own disciplinary process where this can be done fairly and without conflict with police action.

An arrest, police report or criminal allegation will not, by itself, be treated as proof that the pupil committed the behaviour.

Lawful sanctions

A sanction for off-site behaviour will be lawful only where:

- it is imposed by a paid member of Academy staff who is permitted to impose it, or another staff member authorised by the Headteacher;
- the decision and implementation take place on Academy premises or while the pupil is under the lawful control or charge of Academy staff;
- the sanction does not breach equality, SEND, human-rights or other legislation;
- it is reasonable in all the circumstances; and

- it is proportionate to the behaviour established.

Relevant special circumstances include the pupil's age, SEND, disability, medical needs, religious requirements, understanding, vulnerability and any other factor affecting the fairness of the response.

Sanction framework for off-site conduct

Off-site conduct does not carry one automatic consequence. The response will reflect:

- seriousness;
- intent;
- actual and potential harm;
- whether the behaviour was repeated or planned;
- whether the pupil was identifiable as an Aspire pupil;
- the effect on another pupil or member of staff;
- the impact on Academy order and safety;
- whether criminal or safeguarding concerns arise;
- the pupil's previous relevant conduct; and
- individual circumstances and reasonable adjustments.

Type of off-site conduct	Possible Academy response
Minor or isolated conduct with a clear Academy connection	Reminder of expectations, restorative conversation, parent contact, loss of an appropriate privilege or a C1–C3 consequence.
Disrespectful, disruptive or unsafe conduct while travelling, in uniform or identifiable as an Aspire pupil	Parent contact, restorative or educational work, detention, transport behaviour plan, C3 or C4 response, depending on seriousness.
Vaping or smoking while travelling to or from the Academy, in Academy uniform or otherwise clearly identifiable	Normally a senior extended detention from **3.00pm to 5.30pm**, parent contact and a vaping or health intervention. Impact may also be considered where separately justified by the seriousness, repetition or associated conduct.
Serious bullying, harassment, threats, violence, damage or intimidation in the community or on transport	C4 or C5 response, parent contact, safeguarding action, time-limited Impact, senior extended detention and consideration of suspension.
Serious harmful online conduct	DSL referral where appropriate, evidence preservation, parent contact, C4 or C5 response, Impact, detention and consideration of suspension according to the individual facts.
Extremely serious or persistent conduct	Headteacher consideration of suspension or permanent exclusion under the separate statutory process.

The table identifies possible and normal responses. It does not remove the requirement for an individual decision.

Vaping outside the Academy

The Academy may address vaping outside its premises where the conduct occurs:

- while travelling to or from the Academy;
- while wearing Academy uniform;
- while clearly identifiable as an Aspire pupil;
- at an Academy-related activity;
- near the Academy in circumstances affecting pupils or the community;
- in a manner encouraging other Aspire pupils to vape;
- where it creates a safeguarding or health concern; or
- where it adversely affects Academy order or reputation.

Where vaping is established, the normal response will be:

- parent or carer notification;
- a **senior extended detention from 3.00pm to 5.30pm**;
- a vaping education or intervention session;
- consideration of safeguarding, exploitation or substance-use concerns; and
- escalation for repeated or serious associated conduct.

Where the incident is established before the end of the Academy day, the detention will normally take place on the same day where this is safe and reasonably practicable.

Where the report is received after the pupil has left, or same-day detention cannot safely or reasonably take place, it will be completed on the earliest appropriate date.

A report of vaping will not automatically result in a sanction until the Academy has established the facts and considered the pupil's account.

Impact and extended detention

Impact and an after-school detention are separate sanctions:

- Impact is a supervised, time-limited classroom-removal arrangement during the Academy day.
- The period from 3.00pm to 5.30pm is a **Senior Extended Detention**.

Serious off-site misconduct may result in both where each response is justified and authorised. The Academy will not describe the full period as an "Impact detention".

Impact will:

- be authorised under the Academy's Impact procedures;
- provide meaningful education;
- be supervised;
- last for a defined period;
- include reflection and support;
- be communicated to parents on the same day; and
- not continue indefinitely at the discretion of an individual member of staff.
- Student will receive an educational workshop around vaping from a member of the pastoral team.

The number of Impact days or any further escalation will be determined by an authorised senior leader in accordance with the published Behaviour Escalation Ladder. It will not be open ended or arbitrary.

Same-day and extended detentions

The Academy may impose a same-day detention without parental consent where the detention is lawful and published within this policy.

Before requiring a pupil to remain until 5.30pm, staff will consider:

- whether the pupil would be placed at increased risk;
- age and vulnerability;
- known caring responsibilities;
- medical appointments or medical needs;
- SEND and disability;
- religious requirements;
- whether parents should be informed;
- safe travel arrangements; and
- any other relevant individual circumstance.

The inconvenience of arranging collection does not automatically make a detention unreasonable, but a detention must not be imposed where there is a reasonable concern that it would compromise the pupil's safety.

Where a same-day detention cannot be completed safely or reasonably, an authorised senior leader will arrange it for the earliest suitable date or determine an appropriate alternative sanction.

Suspension and permanent exclusion

A pupil's conduct outside the Academy may be considered grounds for suspension or permanent exclusion.

Only the Headteacher, or a person formally acting as Headteacher, may make that decision.

Any suspension or permanent exclusion must be:

- based on disciplinary grounds;
- made on the individual facts;
- lawful;
- reasonable;
- fair;
- proportionate;
- based on the balance of probabilities;
- consistent with equality and SEND duties; and
- administered through the full statutory process.

Confiscation of items linked to off-site conduct

Where a prohibited or banned item is:

- brought onto Academy premises;
- surrendered to an Academy member of staff;
- found during a lawful search; or
- confiscated while a pupil is under the lawful charge of Academy staff,

it will be managed under the **Searching, Screening and Confiscation** section.

The Academy cannot ordinarily seize an item from a pupil in a public place when the pupil is not under the lawful charge of Academy staff. Where an item presents an immediate danger or may be evidence of an offence, staff should contact the police or another appropriate agency rather than acting outside their legal authority.

Support following an off-site incident

Following a sanction or serious incident, the Academy may provide:

- a targeted discussion;
- restorative work;
- education about the impact of the behaviour;
- support for a victim;
- mentoring;
- a behaviour report;
- transport-safety intervention;
- vaping or substance-use education;
- online-safety education;
- SEND review;
- safeguarding support;
- family support;
- early help or Family Help;
- multi-agency intervention;
- a risk assessment; or
- a Behaviour Support Plan.

Support does not remove accountability. A sanction does not remove the Academy's duty to consider underlying need and prevent recurrence.

Parent and carer responsibilities

Parents and carers are expected to:

- reinforce appropriate conduct outside the Academy;
- support safe travel;
- remind pupils that Academy uniform makes them identifiable;
- monitor online conduct in an age-appropriate manner;
- report serious concerns promptly;
- provide relevant evidence honestly;
- avoid conducting their own confrontational investigation involving other pupils;
- preserve online evidence rather than sharing it widely;
- support reasonable sanctions and interventions; and

- work with the Academy, transport operators and relevant agencies.

Parents should report immediate danger or suspected criminal conduct directly to the police as well as informing the Academy where appropriate.

Recording

The Academy will record, as appropriate:

- the date and location;
- how the matter was reported;
- the alleged conduct;
- the connection with Aspire Academy;
- immediate safety action;
- evidence considered;
- the pupil's account;
- witness information;
- safeguarding considerations;
- SEND, disability and reasonable-adjustment considerations;
- the factual conclusion;
- the sanction and reasons;
- parent communication;
- police, local-authority or transport-operator contact;
- support provided; and
- follow-up action.

Serious safeguarding concerns will also be recorded in the Academy's safeguarding system.

Monitoring

Leaders will monitor off-site incidents to identify:

- repeat behaviour;
- transport hotspots;
- unsafe routes or locations;
- bullying patterns;
- community tensions;
- harmful online behaviour;
- vaping or substance-use patterns;
- exploitation concerns;
- pupils requiring additional support;
- disproportionate sanctions affecting pupils with SEND or protected characteristics; and
- whether sanctions and interventions are effective.

The Academy will work with:

- parents and carers;
- Blackpool Council;
- transport operators;
- neighbouring schools;
- police;
- community organisations;

- children's social care; and
- other agencies

where collaborative action is necessary to protect pupils and maintain safe travel and community relationships.

Core expectation

Aspire Academy pupils are expected to behave in a manner that is:

- safe;
- respectful;
- lawful;
- considerate of others; and
- consistent with the Academy's Golden Culture

where their conduct has a reasonable connection with the Academy.

The Academy will respond firmly to serious conduct beyond its premises. It will also ensure that every response is evidence-based, individually considered, procedurally fair and proportionate.

Related Policies

This section must be read alongside the:

- Behaviour Escalation Ladder;
- Suspension, Permanent Exclusion and Pupil Movement section;
- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Mobile Phones and Devices Policy;
- Searching, Screening and Confiscation procedures;
- Vaping, Tobacco, Alcohol and Drugs procedures;
- Impact and Classroom Removal procedures;
- SEND Policy;
- Equality Policy;
- Attendance Policy;
- Educational Visits Policy;
- Transport or Travel Behaviour procedures; and
- FCAT Complaints Policy.

Legislative and Guidance Reference Basis

Legislation

- **Education and Inspections Act 2006**, particularly:
  - section 89: behaviour policy and reasonable regulation of off-site conduct;
  - section 90: meaning of disciplinary penalty and off-site conduct;
  - section 91: lawful and proportionate disciplinary penalties;
  - section 92: detention outside school hours; and
  - section 93: use of reasonable force.
- **Education Act 1996**.

- **Education Act 2002**, including safeguarding duties applicable to academies.
- **Equality Act 2010**, including the reasonable-adjustment duty and Public Sector Equality Duty.
- **Children and Families Act 2014**, including duties relating to SEND and EHC-plan provision.
- **Human Rights Act 1998**.
- **Children Act 1989** and **Children Act 2004**.
- **UK GDPR** and **Data Protection Act 2018**.

Sections 90 and 91 of the Education and Inspections Act 2006 expressly address conduct outside school and the conditions that must be met for a disciplinary penalty to be lawful.

Government guidance

- Department for Education, **Behaviour in Schools: Advice for Headteachers and School Staff**, February 2024, particularly pages 16–20, 25 and 31–32.
- Department for Education, **Keeping Children Safe in Education 2026**, effective from 1 September 2026.
- Department for Education, **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement**, effective from 26 July 2026.
- Department for Education, **Travel to School for Children of Compulsory School Age**, current statutory guidance.
- Department for Education, **Teaching Online Safety in Schools**.
- Department for Education, statutory **Mobile Phones in Schools** guidance, applicable from 1 September 2026.
- UK Council for Internet Safety, **Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People**.
- National Police Chiefs' Council, **When to Call the Police: Guidance for Schools and Colleges**.

The Hive – Help In Various Endeavours

At Aspire Academy, we recognise that some pupils may need additional support to understand and manage their behaviour. The Hive is our behaviour intervention unit, established in April 2022, to help students develop self-regulation, emotional awareness, and the skills needed to make positive choices both in and out of the classroom.

Purpose and Entry

Hive supports pupils who have shown a consistent pattern of poor behaviour, typically reflected by high negative points on ClassCharts (e.g., more than -6 points per week over a three-week period). Pupils are referred by staff through a monitored process, and placements are confirmed in collaboration with Heads of Year, pastoral staff, and parents. An initial placement lasts six weeks, with pupils attending Hive for one hour per week—timed to avoid disruption to English and Maths.

Assessment and Personalisation

Each pupil begins with a baseline assessment, including the Strengths and Difficulties Questionnaire (SDQ), reading (YARC SWRT), and spelling assessments. This ensures we understand any underlying needs and can tailor support effectively, including referring to SEND teams where appropriate.

Intervention Sessions

Hive is a non-punitive space. Pupils reflect on their behaviour in a supportive setting and engage in structured, targeted interventions, including:

- Colours of Mind: Developing emotional awareness and self-regulation through a four-colour strategy model.
- Help Understanding Others: Exploring relationships, empathy, and how behaviour impacts others.
- Steps to Success: Building on previous sessions to reinforce positive behavioural change.
- The Brain and Behaviour: Understanding the neuroscience behind emotional responses and behaviour.
- Asking for Help: Supporting pupils who struggle to express when they are overwhelmed or need support.
- Bespoke Support: For pupils with high emotional needs, focused on anger management and safe emotional expression, with mental health referrals if needed.

Workshops and Targeted Behavioural Education

Hive also delivers targeted workshops for pupils involved in serious behaviour incidents, such as racism, anti-Semitism, homophobia, and sexual harassment. These sessions aim to educate, challenge attitudes, and prevent repeat behaviour. After any workshop or intervention related to a specific offence, pupils are closely tracked and monitored to ensure sustained improvement and prevent reoffending.

Ongoing Support and Reintegration

Hive Check-in

Pupils leaving Hive often continue with weekly check-ins (5–15 minutes) for up to six weeks, allowing for follow-up, reinforcement of strategies, and emotional support.

Hive Pass
In rare cases, pupils may be given a Hive Pass—allowing temporary time out from lessons for emotional regulation. This is monitored closely to prevent misuse.

Behaviour Observations
Pupils may be observed in lessons before, during, or after their Hive placement to identify behaviour patterns and inform further support. Feedback is gathered from teachers and used to guide interventions.

Staff Collaboration
Staff are kept informed via round-robins, ensuring all are aware of pupil strategies. For pupils with SEND, this information is also added to their Pupil Passport.

Wider Behaviour Curriculum and Monitoring
Weekly reviews of all behaviour incidents, including those involving racism, homophobia, and other serious issues, are conducted by the PSHE team. These reviews shape the content of assemblies and PSHE lessons, ensuring a responsive and preventative behaviour curriculum. Follow-up actions and support are tracked to reduce the likelihood of repeated offences.

SEND, Disability and Vulnerable Pupils

Aspire Academy is committed to maintaining high expectations of behaviour while ensuring that pupils with special educational needs, disabilities, medical needs, social, emotional and mental-health needs, or other vulnerabilities receive the support required to participate fully in education and Academy life.

The Academy recognises that behaviour may sometimes communicate:

- distress;
- pain or illness;
- sensory overload;
- anxiety or fear;
- communication difficulty;
- an unmet special educational need;
- trauma or adverse experience;
- bullying, abuse or exploitation;
- difficulty understanding an instruction or social situation; or
- a need for additional support.

Behaviour will not automatically be assumed to arise from SEND, disability or vulnerability. The Academy will consider the individual facts, listen to the pupil and seek to understand relevant causes while maintaining clear boundaries, safety and appropriately high expectations.

“Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed.”

— Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, page 17.

Consistency does not always mean treating every pupil identically. It means applying the Academy’s values and expectations predictably and fairly while making lawful, necessary and reasonable adjustments.

Terminology

For the purposes of this section:

- **Special educational needs**, or **SEN**, has the meaning given by the Children and Families Act 2014.
- **SEND** is used as the wider term encompassing special educational needs and disability.
- **Disability** has the meaning given by the Equality Act 2010. A pupil may be disabled without having identified SEN, and a pupil with SEN will not necessarily meet the Equality Act definition of disability.
- **Social, emotional and mental-health needs**, or **SEMH**, are one of the broad areas of SEN identified by the SEND Code of Practice.
- **EHC plan** means an Education, Health and Care plan.
- **Vulnerable pupil** is used as a broad pastoral and safeguarding description. It may include pupils affected by adversity, trauma, bereavement, poverty, caring responsibilities, safeguarding concerns, family difficulties or involvement with children’s social care. It does not replace any statutory definition or automatically establish SEN or disability.

The Academy will use the correct legal term **EHC plan**, rather than treating "EHCP" as the name of the pupil or their needs.

Legal Duties

Equality Act 2010

The Academy must not discriminate against, harass or victimise a pupil because of disability or another protected characteristic.

For disabled pupils, the Academy has an anticipatory duty to take reasonable steps to avoid substantial disadvantage arising from its:

- policies;
- practices;
- procedures;
- physical arrangements;
- behaviour expectations;
- methods of communication;
- sanctions; and
- access to auxiliary aids and services.

The reasonable-adjustment duty applies to the operation of the Behaviour Policy and may also apply to the form, timing, location or delivery of a sanction. It does not require the Academy to remove all expectations, tolerate serious harm or abandon legitimate aims such as safety and orderly learning. The Academy must consider whether its approach is proportionate and whether a less disadvantageous, reasonably effective alternative is available.

Where behaviour arises in consequence of disability, leaders will also consider whether the proposed treatment could amount to discrimination arising from disability and whether it can be objectively justified as a proportionate means of achieving a legitimate aim.

Children and Families Act 2014

The Academy will:

- use its **best endeavours** to secure the special educational provision required by pupils with SEN;
- secure the educational provision specified in an EHC plan;
- cooperate with the local authority and relevant partners;
- have regard to the SEND Code of Practice;
- involve pupils and parents in decisions;
- support pupils to achieve the best possible educational and wider outcomes; and
- review provision where progress, engagement or behaviour indicates that existing arrangements may not be effective.

The Children and Families Act duties include behaviour-related support required because of SEN.

Safeguarding Duties

Vulnerability, disability and communication difficulty can increase barriers to recognising or reporting harm. Staff will maintain professional curiosity and involve the Designated Safeguarding Lead or a deputy where behaviour may indicate:

- abuse, neglect or exploitation;
- bullying or child-on-child abuse;
- domestic abuse;
- criminal or sexual exploitation;
- self-harm or suicidal thoughts;
- unmet medical needs;
- significant emotional distress;
- harmful online experiences;
- absence from education; or
- another safeguarding concern.

A behaviour response will not replace or delay safeguarding, medical or protective action. KCSIE 2026 requires staff to identify concerns early, provide help and support as problems emerge and take prompt action where welfare concerns arise.

High Expectations and Inclusive Practice

The Academy will maintain high expectations for all pupils.

SEND, disability, mental-health need, trauma or vulnerability:

- does not automatically explain every incident;
- does not automatically prevent a sanction;
- does not remove the expectation that pupils should be Ready, Respectful and Safe;
- does not remove the Academy's responsibility to protect other pupils and staff; and
- must not be used to create a culture of lower expectations.

Equally, the Academy will not:

- ignore a pupil's needs because an expectation applies to everyone;
- assume deliberate defiance where the pupil may not have understood;
- punish a pupil for behaviour they could not reasonably avoid without considering adjustment;
- use sanctions repeatedly where evidence shows that they are ineffective;
- withdraw essential SEND provision as a punishment;
- treat an authorised reasonable adjustment as a behaviour breach; or
- require a formal diagnosis before considering sensible interim support.

Current DfE guidance states that behaviour should often be considered in relation to SEND, but it does not follow that every incident is connected to the pupil's needs. Schools must consider whether SEND contributed to the behaviour, whether a sanction remains appropriate and lawful and whether the sanction itself requires adjustment.

Prevention and Anticipating Triggers

The Academy will seek to prevent avoidable behaviour incidents by identifying and reducing known barriers and triggers.

Schools should, "as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these."

— Department for Education, *Behaviour in Schools*, February 2024, page 13.

Preventative arrangements may include:

- clear, concise and sequenced instructions;
- checking understanding;
- visual timetables and prompts;
- pre-teaching routines or changes;
- supported transitions;
- planned movement or regulation breaks;
- adjusted seating;
- additional processing time;
- reduced language during dysregulation;
- access to a named trusted adult;
- sensory adaptations;
- adapted equipment or uniform;
- communication aids;
- structured choices;
- a quiet or lower-stimulation workspace;
- support at break or lunchtime;
- predictable entry and exit routines;
- preparation for supply staff or timetable changes;
- individual de-escalation strategies; and
- additional adult support where identified and reasonably available.

Any preventative measure will be based on the individual pupil's circumstances rather than a diagnosis alone. DfE guidance gives examples including planned movement breaks, adapted seating, sensory-related uniform adjustments and staff training in particular conditions.

Preventative support does not guarantee that an incident will never occur. Its purpose is to reduce foreseeable barriers and enable the pupil to meet appropriately high expectations.

The Graduated Approach

Where a pupil has identified SEN, or where behaviour indicates a possible unmet need, the Academy will use the graduated approach:

Assess

The Academy will gather and analyse relevant information, which may include:

- the pupil's views;
- parent or carer views;
- teacher assessments and observations;
- behaviour patterns;
- attendance and punctuality;
- curriculum and attainment information;
- communication and interaction;
- sensory and physical needs;
- emotional wellbeing;
- relationships and peer dynamics;
- safeguarding information;

- medical information;
- previous strategies;
- environmental factors; and
- advice from specialists.

Assessment will consider what happens:

- before the behaviour;
- during the incident;
- after the incident;
- in particular subjects or locations;
- at particular times;
- with particular demands or transitions; and
- when different support is or is not available.

Plan

A plan will identify:

- the pupil's needs;
- expected outcomes;
- reasonable adjustments;
- preventative strategies;
- responsibilities;
- teaching and support arrangements;
- pupil and parent involvement;
- review dates;
- methods of measuring impact;
- arrangements for responding to incidents; and
- any required safeguarding or risk-management action.

Do

Teachers remain responsible for implementing agreed classroom provision and adjustments, supported by the SENCO, SEND Team, pastoral staff and external professionals where appropriate.

Plans will be communicated to staff who need the information to teach, support or safeguard the pupil.

Review

The Academy will evaluate:

- whether support was implemented;
- whether adjustments were effective;
- whether behaviour, learning or attendance improved;
- whether the pupil and parent consider the support helpful;
- whether new concerns have emerged;
- whether further assessment is required; and
- whether the plan should continue, change or end.

The SEND Code of Practice requires schools to use an assess, plan, do and review cycle when providing SEN support.

Early Identification

Staff will not diagnose SEND or mental-health conditions. They will record and refer concerns where a pupil:

- repeatedly struggles to follow routines despite teaching and support;
- displays a marked change in behaviour;
- experiences persistent dysregulation;
- appears unable to understand or communicate expectations;
- has significant sensory or transition difficulties;
- is repeatedly sanctioned for similar behaviour without improvement;
- is frequently removed from lessons;
- experiences deteriorating attendance;
- has difficulty developing or maintaining peer relationships;
- presents with anxiety, distress or withdrawal; or
- may have an unmet learning, communication, medical or emotional need.

A behaviour incident alone does not establish SEN. Equally, a lack of diagnosis will not prevent the Academy from putting proportionate support in place while concerns are assessed.

Where appropriate, the Academy may:

- seek parental consent for specialist involvement;
- consult an educational psychologist;
- seek speech, language or communication advice;
- involve health or mental-health services;
- refer to the school nurse;
- request Family Help;
- consult social care;
- request an EHC needs assessment; or
- advise the parent about routes to further assessment.

Behaviour and SEND Panel

Aspire Academy will operate a regular **Behaviour and SEND Panel** to identify concerns early and coordinate support.

The panel will normally meet weekly and may include:

- the SENCO or SEND representative;
- Behaviour Lead;
- Heads of Year;
- pastoral and attendance staff;
- Designated Safeguarding Lead or representative;
- Hive or intervention staff;
- Senior Mental Health Lead;
- Designated Teacher for looked-after and previously looked-after pupils; and
- external professionals where appropriate.

It should be described as **multi-disciplinary**, and as **multi-agency** only where representatives of external agencies are involved.

The panel may review:

- repeated behaviour incidents;
- classroom removals;
- internal truancy;
- attendance or punctuality concerns;
- suspensions;
- risk of permanent exclusion;
- unmet or emerging SEND;
- safeguarding concerns;
- existing provision;
- reasonable adjustments;
- pupil and parent views;
- referrals;
- interventions;
- individual risk assessments; and
- progress against agreed outcomes.

The panel will not replace:

- the SENCO's statutory functions;
- the DSL's safeguarding authority;
- the Headteacher's exclusion decision-making power;
- an EHC-plan annual review;
- professional medical assessment; or
- a statutory multi-agency process.

Actions, responsibilities and review dates will be recorded. Sensitive information will be shared only with those who require it to fulfil their professional responsibilities.

Pupil and Parent Participation

Pupils and parents or carers will be involved as partners wherever reasonably possible.

The Academy will:

- seek and record the pupil's views;
- explain concerns in accessible language;
- discuss what helps and what makes difficulties worse;
- involve parents early rather than only after escalation;
- provide reasonable communication adjustments;
- invite contributions to support plans;
- explain interventions and review arrangements;
- inform parents of significant changes;
- listen to concerns about provision or discrimination; and
- make clear how concerns or complaints may be raised.

DfE guidance requires schools to engage proactively with parents in supporting pupils with additional needs.

Parental disagreement does not prevent the Academy from applying its Behaviour Policy or putting ordinary classroom support in place. Consent will be obtained where it is legally or professionally required for a particular assessment, referral or service.

A pupil's rights, support or attendance will not be made conditional on a parent signing a behaviour contract or attending a meeting.

Individual Support and Risk Planning

Depending on need, the Academy may use:

- a Pupil Passport;
- SEN Support Plan;
- Pastoral Support Plan;
- Behaviour Support Plan;
- Behaviour Support Agreement;
- Communication Passport;
- Individual Risk Assessment;
- Individual Healthcare Plan;
- Attendance Support Plan;
- Safety Plan;
- Positive Handling Plan; or
- reintegration plan.

Plans will be:

- specific to the pupil;
- written in clear language;
- informed by pupil and parent views;
- based on current evidence;
- accessible to relevant staff;
- implemented consistently;
- reviewed at defined intervals; and
- updated after significant incidents or changes.

Where a plan identifies a foreseeable risk of harm, it will specify:

- likely triggers;
- early indicators;
- preventative action;
- de-escalation strategies;
- staff roles;
- action during an emergency;
- medical considerations;
- post-incident support; and
- review arrangements.

Reasonable Adjustments to Behaviour Arrangements

Reasonable adjustments may apply to:

- the way an instruction is given;
- the amount of processing time allowed;
- how routines are taught;
- seating or classroom location;
- transitions;
- equipment;
- uniform;
- sensory arrangements;
- access to breaks;
- communication;
- the method used to record behaviour;
- detention location or supervision;
- timing or structure of restorative work;
- access to support during Impact;
- reintegration arrangements;
- searching or screening procedures; and
- the suspension or permanent-exclusion process.

Possible adjustments include:

- a visual instruction alongside a verbal instruction;
- a planned regulation break;
- an alternative method of communicating distress;
- additional transition time;
- a supervised quieter route;
- a sensory aid;
- a modified seating plan;
- a named check-in adult;
- a smaller or quieter detention environment;
- work presented in an accessible format;
- a supported reintegration meeting;
- advocacy or communication support; or
- another individual arrangement.

The Academy is not required to make an adjustment that is unreasonable, ineffective or incompatible with maintaining essential safety. Where a requested adjustment is not agreed, the reason and any alternative considered should be recorded.

Adjustments may be:

- permanent;
- temporary;
- introduced while assessment is pending;
- limited to particular lessons or times; or
- revised in response to evidence.

Authorised Sensory Tools

Where a pupil requires a sensory tool as a reasonable adjustment, it will be authorised and recorded by the SENCO or SEND Team.

The Academy's standard authorised sensory tool is a **marble-mesh aid**, unless the SENCO determines that another item is required to meet the pupil's individual needs.

The authorisation will normally identify:

- the item;
- the purpose;
- when it may be used;
- where it may be used;
- how it should be stored;
- how staff will recognise the authorisation;
- any safety requirements; and
- the review date.

Appropriate possession and use of an authorised sensory tool is not a behaviour breach.

Pupils and staff must follow the full **Sensory Tools and Unauthorised Fidget Items** procedures within the **Equipped to Learn** section.

Where an authorised tool is being misused:

1. any immediate safety or disruption concern will be addressed;
2. the pupil will be reminded of the agreed use;
3. the pupil's needs and level of regulation will be considered;
4. the item may be removed temporarily where necessary;
5. the SENCO or SEND Team will review the arrangement; and
6. any separate deliberate behaviour will be addressed proportionately.

A necessary reasonable adjustment will not be permanently withdrawn merely as punishment without considering an effective alternative.

Unauthorised fidget toys are not converted into authorised SEND provision merely because the pupil says that they find the item helpful. They will be managed under the published fidget-item procedure.

Classroom Practice and Staff Responsibilities

Every member of staff is responsible for implementing the Behaviour Policy inclusively.

Teachers will:

- maintain appropriately high expectations;
- know and implement relevant pupil adjustments;
- teach and reteach routines;
- use clear and accessible instructions;
- check understanding where needed;

- use agreed de-escalation strategies;
- record concerns accurately and objectively;
- distinguish observed behaviour from assumptions;
- seek advice where strategies are not working;
- contribute to assess-plan-do-review processes; and
- provide information for reviews.

The SENCO will:

- coordinate SEN provision;
- advise staff;
- support identification and assessment;
- monitor agreed adjustments;
- coordinate specialist involvement;
- contribute to behaviour and exclusion-risk reviews;
- liaise with parents and the local authority; and
- support strategic monitoring.

Pastoral and behaviour staff will:

- avoid treating referral to SEND as a substitute for immediate behaviour support;
- implement agreed adjustments during interventions and sanctions;
- share emerging patterns with the SENCO;
- consider safeguarding;
- involve parents;
- contribute to review; and
- support successful return to lessons.

Support staff and teaching assistants supplement, rather than replace, the teacher's responsibility for inclusive classroom practice.

Staff Training

The Academy will provide proportionate training and updates in areas including:

- statutory SEND and equality duties;
- reasonable adjustments;
- the graduated approach;
- communication and interaction needs;
- autism;
- ADHD;
- speech, language and communication needs;
- dyslexia and learning difficulties;
- sensory needs;
- SEMH;
- trauma-aware and relational practice;
- mental health;
- safeguarding;
- child-on-child abuse;
- de-escalation;
- inclusive classroom management;

- sensory-tool procedures; and
- restrictive-intervention requirements.

Training will not encourage staff to diagnose pupils. It will support staff to recognise possible barriers, follow plans, respond safely and seek appropriate assistance.

Where an individual pupil's needs require specialist knowledge, relevant staff will receive pupil-specific guidance or training.

Responding to Misbehaviour

Initial Response

When a pupil with SEND, a disability or another vulnerability displays unacceptable behaviour, staff will:

1. address immediate safety and disruption;
2. use calm and clear communication;
3. check whether the pupil understood the instruction;
4. implement known reasonable adjustments;
5. consider whether the pupil needs regulation, medical or safeguarding support;
6. establish the relevant facts;
7. give the pupil an opportunity to explain;
8. consider whether SEND or disability contributed;
9. decide whether a sanction is lawful and appropriate;
10. consider whether the sanction requires adjustment; and
11. identify any additional support or review required.

Urgent action may be taken before every factor is fully investigated where necessary to protect safety. The final consequence and support plan will be reviewed when fuller information becomes available.

SEND and Sanctions

A pupil with SEND or a disability may receive a behaviour sanction. SEND or disability does not automatically exempt a pupil from the Academy's behaviour expectations or consequences.

In deciding **whether and how to impose a sanction**, staff will consider, as appropriate:

- what happened;
- the pupil's intent, understanding and individual circumstances;
- the seriousness and impact of the behaviour;
- whether the pupil's SEND or disability contributed to the behaviour;
- whether agreed support, provision and reasonable adjustments were available and implemented;
- whether the Academy's policy, practice or proposed sanction places a disabled pupil at a substantial disadvantage compared with pupils who are not disabled;
- whether a reasonable adjustment to the sanction is required;
- whether the sanction is reasonable and proportionate in all the circumstances;
- whether a different method of delivering the sanction would achieve the same legitimate purpose; and

- whether additional SEND, pastoral or other support is required alongside or following the sanction.

The Academy will maintain high expectations for pupils with SEND while ensuring that disciplinary decisions comply with its duties under the Equality Act 2010 and the Children and Families Act 2014.

The presence of SEND does not necessarily mean that a particular incident of behaviour was caused by SEND or that the pupil is exempt from consequences. Department for Education guidance states that a school should not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion; this is a matter of judgement on the facts of the individual situation.

Where SEND has contributed to the behaviour, the Academy will consider whether it is appropriate and lawful to impose the sanction and whether any reasonable adjustment should be made to the sanction. The Academy will also consider the underlying causes of the behaviour and whether additional support is required.

Reference basis: Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024, pp. 17–18; Equality Act 2010, including section 20; Children and Families Act 2014, including section 66; and the *SEND Code of Practice: 0 to 25 Years*.

Adjusting a Sanction

A reasonable adjustment may involve:

- changing the environment;
- providing communication support;
- dividing reflection into shorter stages;
- adapting written work;
- providing movement or regulation breaks;
- changing the time while preserving the overall consequence;
- providing additional supervision;
- delaying delivery where immediate dysregulation would make it unsafe or ineffective;
- using a different but equivalent educational consequence; or
- reducing or replacing a sanction where that is necessary to avoid substantial disadvantage and remains compatible with safety and fairness.

An adjustment does not always require reducing the consequence. In some cases, it will enable the pupil to complete the same consequence in an accessible way.

The reason for a significant adjustment should be recorded so that staff can act consistently and lawfully.

Supporting the Pupil After a Sanction

Following a significant or repeated incident, support may include:

- a targeted discussion;
- reteaching the expectation;
- reflection using an accessible format;
- relationship repair;

- restorative work where appropriate and voluntary;
- parent communication;
- SENCO review;
- pastoral intervention;
- revised reasonable adjustments;
- updated risk assessment;
- specialist referral;
- mentoring;
- Hive intervention;
- a trusted-adult check-in; or
- multi-agency support.

DfE guidance recommends considering support after sanctions to help pupils understand what happened, improve their behaviour and ensure that behaviour-management support remains appropriate.

Detention, Impact and Classroom Removal

Detention

Where a pupil with SEND or a disability is given detention, staff will consider:

- communication and understanding;
- sensory environment;
- access to food, drink, toilet and medication;
- medical needs;
- travel safety;
- caring responsibilities;
- work accessibility;
- emotional regulation;
- supervision; and
- whether the detention requires adjustment.

SEND does not automatically make detention unlawful. The detention must be reasonable, proportionate and delivered in a way that does not unlawfully disadvantage the pupil.

Impact and Classroom Removal

Impact is a time-limited classroom-removal provision, not a substitute for SEND provision. Where a pupil with SEND or a disability is placed in Impact, the Academy will ensure:

- educational work is accessible;
- required auxiliary aids remain available;
- medication and healthcare arrangements continue;
- EHC-plan provision is considered;
- reasonable adjustments continue where applicable;
- staff understand relevant communication and regulation needs;
- the placement is for a defined period;
- the reason is recorded;
- reintegration is planned; and
- repeated removal triggers review.

Removal must not be used merely because ordinary classroom provision has not been adapted appropriately or because the Academy is unable to provide support listed in an EHC plan.

Where classroom removal becomes frequent, leaders will review:

- whether the Behaviour Policy is being applied appropriately;
- whether classroom provision is suitable;
- whether adjustments are being implemented;
- whether additional SEN support is required;
- whether there is an unmet safeguarding or medical need; and
- whether the intervention is improving outcomes.

Restrictive Intervention and Reasonable Force

SEND, disability or vulnerability does not remove the Academy's power to use reasonable force where the statutory conditions are met. It does require careful consideration of the pupil's needs, medical risks, communication, trauma and the availability of less restrictive approaches.

The Academy will seek to minimise restrictive intervention through:

- prevention;
- reasonable adjustments;
- communication;
- de-escalation;
- sensory support;
- risk planning;
- staff knowledge of the pupil; and
- early intervention.

Where a pupil has an identified increased risk of restrictive intervention, the Academy will maintain an appropriate risk assessment or Positive Handling Plan developed with the pupil, parents and professionals.

Any restrictive intervention will be managed under the **FCAT Care and Control of Pupils Policy** and the Academy's **Restrictive Interventions, Reasonable Force, Restraint and Seclusion** section.

Current DfE guidance recognises that pain, sensory overload, unfamiliar situations, fear, anxiety and communication difficulties may trigger distressed behaviour in pupils with SEND and requires schools to focus on proactive support and prevention.

Mental Health and SEMH

Mental-health difficulties may affect:

- emotional regulation;
- concentration;
- relationships;
- attendance;
- response to challenge;
- behaviour;
- communication; and

- engagement with learning.

Not every mental-health difficulty constitutes SEN or disability. Where the difficulty calls for special educational provision, the pupil may have SEN. Where the Equality Act definition is met, the pupil may also be disabled.

Staff will not diagnose mental illness. Concerns will be referred through the Academy's pastoral, safeguarding, SEND or medical procedures as appropriate.

Possible support may include:

- trusted-adult contact;
- school-based intervention;
- Senior Mental Health Lead involvement;
- counselling or therapeutic support;
- school-nurse involvement;
- GP or health-service referral;
- Family Help;
- safeguarding action;
- attendance support; or
- reasonable adjustment.

A pupil will not be sanctioned simply for experiencing distress or symptoms of mental ill health. Deliberate or harmful conduct may still require a behaviour response, alongside appropriate support.

DfE mental-health guidance recognises that mental-health needs may manifest through behaviour and encourages schools to identify concerns and coordinate appropriate support.

Trauma-Aware and Relational Practice

Aspire Academy uses trauma-aware and relational approaches to understand and reduce barriers.

This may include:

- predictable routines;
- calm adult responses;
- emotional check-ins;
- trusted relationships;
- avoiding unnecessary public confrontation;
- recognising triggers;
- providing regulated choices;
- repairing relationships; and
- helping pupils develop safer ways to communicate distress.

Trauma awareness does not mean:

- assuming every pupil has experienced trauma;
- diagnosing trauma;
- removing boundaries;
- avoiding all consequences;

- excusing harm to others; or
- compromising safety.

It informs the way expectations, support and consequences are communicated and delivered.

Pupils with a Social Worker

Education is an important protective factor for pupils with a social worker. Where a pupil with a social worker is experiencing significant behaviour difficulties or is at risk of suspension or permanent exclusion, the Academy will involve, as early as possible:

- the social worker;
- the DSL;
- the pupil;
- the parent or carer, unless involvement would create a safeguarding risk;
- the SENCO where appropriate; and
- other relevant professionals.

The Academy will consider:

- safeguarding and welfare;
- support at home and in the community;
- attendance;
- education continuity;
- Family Help or statutory plans;
- the impact of absence from education; and
- what additional support may reduce risk.

The July 2026 exclusion guidance states that schools should involve the social worker and DSL early where a pupil with a social worker is at risk of suspension or permanent exclusion.

Looked-After and Previously Looked-After Pupils

Where a looked-after pupil is experiencing behaviour concerns, the Academy will involve:

- the Designated Teacher;
- the social worker;
- the Virtual School Head;
- carers;
- the pupil;
- the SENCO where appropriate; and
- other professionals.

The Academy will review:

- the Personal Education Plan;
- behaviour and support strategies;
- Pupil Premium Plus use;
- attachment, trauma and transition needs;
- current care arrangements;
- reasonable adjustments;

- safeguarding risks; and
- whether an interim PEP review is required.

For a previously looked-after pupil, the Designated Teacher will work with the pupil and parent and may seek advice from the Virtual School Head.

KCSIE 2026 recognises looked-after and previously looked-after children as pupils who may remain particularly vulnerable and requires relevant staff to have the knowledge required to support and safeguard them.

Other Vulnerable Pupils

The Academy will also consider the needs of pupils who may be affected by:

- young-carer responsibilities;
- bereavement;
- housing instability or homelessness;
- financial hardship;
- domestic abuse;
- parental illness or substance misuse;
- refugee or asylum-seeking experiences;
- English as an additional language;
- involvement with youth justice;
- criminal or sexual exploitation;
- family breakdown;
- significant attendance difficulties;
- discrimination;
- bullying;
- pregnancy;
- medical treatment; or
- another significant life event.

Vulnerability does not automatically amount to SEN or disability. It may nevertheless require pastoral, safeguarding, attendance or temporary reasonable support.

Suspension and Permanent Exclusion

A pupil with SEN, a disability or an EHC plan may be suspended or permanently excluded where the Headteacher concludes that the statutory requirements are satisfied.

No suspension or permanent exclusion will be automatic.

Before deciding, the Headteacher will consider:

- the individual incident or pattern;
- the pupil's views;
- contributing factors;
- whether SEND or disability contributed;
- whether relevant provision was in place;
- whether reasonable adjustments were implemented;
- whether any failure of provision affected the incident;

- safeguarding;
- the seriousness and impact;
- support already provided;
- whether the sanction is lawful, fair and proportionate; and
- any additional support or alternative placement that may be required.

The Headteacher remains the sole decision-maker, or the person formally acting as Headteacher in their absence.

Pupils with an EHC Plan

Where an EHC-plan pupil is at risk of suspension or permanent exclusion, the Academy will:

- contact the local authority at an early stage;
- review whether the provision specified in the plan is being secured;
- assess whether the placement and provision remain suitable;
- involve the pupil and parent;
- involve relevant professionals;
- consider requesting an early annual review;
- consider whether further assessment is required;
- review reasonable adjustments;
- consider additional support or alternative placement; and
- document the action taken.

The Academy will not suspend or permanently exclude a pupil because it believes that it cannot meet their SEN or disability. Such an exclusion would be for a non-disciplinary reason and would be unlawful.

SEN Without an EHC Plan

Where a pupil has SEN but no EHC plan and is at risk of suspension or permanent exclusion, the Academy will review, with specialists where appropriate:

- whether current SEN support is suitable;
- whether agreed provision has been implemented;
- whether support should change;
- whether further assessment is required;
- whether an EHC needs assessment should be requested; and
- whether another intervention or placement should be considered.

Serious Incidents

A sufficiently serious incident may justify immediate suspension or permanent exclusion. The law does not require every possible intervention or review to have been completed before action is taken. Nevertheless, the Headteacher must still consider:

- SEND;
- disability;
- reasonable adjustments;
- safeguarding;
- the pupil's account;
- contributing factors;

- proportionality; and
- the relevant statutory tests.

During Suspension

The Academy's duties to pupils with SEN and disabilities continue during suspension.

Work will be:

- suitable;
- accessible;
- reasonably adjusted;
- supported with necessary resources; and
- marked or reviewed.

Necessary medical and safeguarding arrangements will continue. The detailed process is contained in the **Suspension, Permanent Exclusion and Pupil Movement** section.

Repeated Suspension or Removal

Where suspension, Impact or classroom removal becomes frequent, the Academy will review:

- whether the sanction is effective;
- whether provision is suitable;
- whether adjustments are implemented;
- whether additional specialist advice is required;
- whether the pupil has unidentified SEN;
- whether an early EHC-plan review is needed;
- whether there is a safeguarding or mental-health concern;
- whether an alternative intervention is appropriate; and
- whether a multi-agency plan is required.

Confidentiality and Information Sharing

Information about SEND, disability, medical needs or vulnerability will be treated sensitively.

The Academy will:

- share information with staff who need it to teach, support or safeguard the pupil;
- avoid unnecessary disclosure;
- use secure systems;
- keep records accurate and current;
- distinguish fact from opinion;
- explain information-sharing to pupils and parents where appropriate;
- comply with safeguarding and data-protection duties; and
- ensure that essential information is not withheld where sharing is necessary to protect a child.

Staff must not:

- discuss a pupil's diagnosis publicly;
- require a pupil to explain their needs in front of peers;
- disclose confidential family information without a proper purpose; or
- promise absolute confidentiality where safeguarding may be engaged.

KCSIE 2026 requires information to be shared with those who need to be involved while maintaining an appropriate level of confidentiality.

Recording and Review

Records may include:

- identified needs;
- pupil and parent views;
- professional advice;
- reasonable adjustments;
- support plans;
- interventions;
- reviews;
- relevant behaviour incidents;
- evidence that adjustments were implemented;
- changes to provision;
- risk assessments;
- safeguarding referrals;
- referrals to external services;
- decisions concerning sanctions;
- reasons for adjusted sanctions; and
- suspension or exclusion-risk reviews.

Monitoring, Equality Analysis and Governance

Senior leaders, the SENCO, Behaviour Lead, DSL and governing body will monitor relevant data, including:

- positive recognition and rewards;
- C1–C5 incidents;
- detentions;
- classroom removals;
- Impact placements;
- internal truancy;
- suspensions;
- permanent exclusions;
- searches;
- confiscations;
- restrictive interventions;
- attendance;
- bullying and discrimination;
- complaints;
- referrals;
- interventions; and
- reintegration outcomes.

Data will be analysed, where lawful and useful, by:

- SEN status;
- EHC-plan status;
- disability;
- primary area of need;
- sex;
- race;
- disadvantage;
- looked-after or previously looked-after status;
- social-worker involvement; and
- other relevant characteristics.

The purpose is to identify:

- disproportionate outcomes;
- repeated sanctions without improvement;
- inconsistent implementation;
- unmet need;
- ineffective adjustments;
- staff-training requirements;
- safeguarding patterns;
- potential discrimination; and
- areas requiring strategic action.

A difference in rates will not automatically establish discrimination. It will trigger proportionate enquiry into the reasons and whether policy or practice requires change.

Core Academy Commitments

Aspire Academy will:

- maintain high expectations for every pupil;
- apply the Behaviour Policy consistently but not inflexibly;
- make reasonable adjustments for disabled pupils;
- use best endeavours to meet SEN;
- secure provision within EHC plans;
- identify concerns early;
- use the graduated approach;
- involve pupils and families;
- anticipate foreseeable triggers;
- provide authorised sensory support;
- ensure sanctions are lawful and proportionate;
- support pupils following sanctions;
- review repeated behaviour and removal;
- safeguard vulnerable pupils;
- involve external professionals and the local authority where appropriate;
- monitor disproportionality; and
- ensure that SEND or vulnerability is neither ignored nor used to impose inappropriately low expectations.

Related Policies and Procedures

This section must be read alongside the:

- SEND Policy;
- SEND Information Report;
- Equality Policy;
- Accessibility Plan;
- Child Protection and Safeguarding Policy;
- Behaviour Escalation Ladder;
- Sensory Tools and Unauthorised Fidget Items procedures;
- Impact and Classroom Removal procedures;
- Suspension, Permanent Exclusion and Pupil Movement section;
- Attendance Policy;
- Supporting Pupils with Medical Conditions Policy;
- First Aid and Medical Support procedures;
- Anti-Bullying Policy;
- Online Safety Policy;
- Mental Health and Wellbeing procedures;
- FCAT Care and Control of Pupils Policy;
- Restrictive Intervention procedures; and
- Complaints Policy.

Legislative and Guidance Reference Basis

Primary Legislation

- **Equality Act 2010**, including sections 15, 20, 85 and 149.
- **Children and Families Act 2014**, including sections 19, 42, 66 and 100.
- **Education and Inspections Act 2006**, including sections 89, 91 and 93.
- **Education Act 1996**.
- **Education Act 2002**.
- **Children Act 1989**.
- **Children Act 2004**.
- **Human Rights Act 1998**.
- **UK General Data Protection Regulation**.
- **Data Protection Act 2018**.

Regulations

- **Special Educational Needs and Disability Regulations 2014**, as amended.
- **School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012**, as amended.
- **The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348)**.

Statutory and Departmental Guidance

Department for Education, **Behaviour in Schools: Advice for Headteachers and School Staff**, February 2024.

- Department for Education and Department of Health, **Special Educational Needs and Disability Code of Practice: 0 to 25 Years**, January 2015. This remains the operative statutory SEND Code of Practice.
- Department for Education, **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement**, July 2026, effective from 26 July 2026.
- Department for Education, **Keeping Children Safe in Education 2026**, effective from 1 September 2026.
- Department for Education, **Restrictive Interventions, Including the Use of Reasonable Force, in Schools**, effective from 1 April 2026.
- Department for Education, **Supporting Pupils at School with Medical Conditions**, December 2015.
- Department for Education, **Equality Act 2010: Advice for Schools**.
- Department for Education, **Mental Health and Behaviour in Schools**.
- Department for Education, **Promoting the Education of Looked-After and Previously Looked-After Children**.
- Department for Education, **Promoting the Education of Children with a Social Worker and Children in Kinship Care Arrangements**.
- Department for Education, **Working Together to Improve School Attendance**, current version.
- Department for Education, **Working Together to Safeguard Children 2026**.

Safeguarding & E-Safety

Safeguarding, Child-on-Child Abuse and Online Safety

Aspire Academy is a safeguarding-first Academy. Every pupil has the right to feel safe, to be heard, to receive education without abuse or intimidation and to be protected from harm both online and offline.

This section must be read alongside the Academy's **Child Protection and Safeguarding Policy**. It explains how safeguarding concerns interact with the Behaviour Policy; it does not replace the detailed child-protection procedures within that policy.

Keeping Children Safe in Education 2026 has come in to **force since 1 September 2026** and applies throughout the period covered by this Behaviour Policy. KCSIE is statutory guidance to which academies, their proprietors, governing bodies, leaders and staff must have regard.

Aspire Academy makes clear that:

"there is a zero-tolerance approach to sexual harassment and sexual violence"

— Department for Education, *Keeping Children Safe in Education 2026*, Part Five.

This means that such behaviour will never be ignored, normalised or dismissed as banter, joking, part of growing up or "boys being boys". It does **not** mean that guilt or a predetermined sanction will be assumed before the facts and individual circumstances have been considered.

Core Safeguarding Principles

The Academy will:

- act in the best interests of children;
- maintain an attitude that abuse **could happen here**;
- listen carefully to pupils;
- take every report and concern seriously;
- act immediately where a child may be at risk;
- avoid victim-blaming;
- protect pupils from retaliation, intimidation or further harm;
- consider the safeguarding needs of all children involved;
- involve the Designated Safeguarding Lead or a deputy without delay;
- make referrals to external agencies where required;
- ensure that safeguarding and disciplinary processes are properly coordinated;
- maintain appropriate confidentiality and anonymity;
- make reasonable adjustments for pupils with SEND or disabilities;
- record decisions and reasons clearly; and
- regularly review safeguarding arrangements and patterns of concern.

Safeguarding action will not be delayed while a disciplinary decision is considered.

Equally, the existence of a safeguarding concern does not automatically prevent an appropriate Behaviour Policy consequence. Safeguarding support and disciplinary action may operate at the same time where this is necessary, lawful and proportionate.

Safeguarding and Behaviour Are Related but Distinct

Where conduct may involve abuse, exploitation, significant harm or another safeguarding concern:

1. the immediate safety and welfare of pupils will take priority;
2. the DSL or a deputy will lead the safeguarding response;
3. any necessary risk and needs assessment will be completed;
4. external-agency advice or referral will be considered;
5. evidence will be protected;
6. support will be arranged; and
7. any separate Behaviour Policy response will be determined after appropriate consideration.

A safeguarding measure is not automatically a sanction.

A behaviour sanction is not a substitute for:

- a safeguarding referral;
- medical care;
- emergency action;
- evidence preservation;
- a risk and needs assessment;
- support for a child who may have been harmed;
- support for a child who may have caused harm;
- referral to local authority children's social care;
- police involvement; or
- multi-agency planning.

Police involvement is an external protective or criminal-justice response. It is **not** an Academy sanction.

Child-on-Child Abuse

Child-on-child abuse may take place:

- inside the Academy;
- outside the Academy;
- while travelling;
- in the community;
- within an intimate personal relationship;
- on an Academy activity;
- online; or
- through a combination of online and offline behaviour.

The Academy will respond even where the alleged abuse occurred entirely outside its premises if the matter creates a safeguarding concern or has a reasonable connection with pupils, staff or the Academy community.

Child-on-child abuse may include:

- bullying, including cyberbullying;
- prejudice-related or discriminatory bullying;

- abuse within intimate personal relationships between children;
- physical assault;
- threats of serious physical harm;
- use or threatened use of a knife or other weapon;
- coercion, intimidation or controlling behaviour;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- misogynistic or misandrist behaviour;
- homophobic, biphobic or transphobic abuse;
- racist, antisemitic, Islamophobic or other discriminatory abuse;
- causing someone to engage in sexual activity without consent;
- upskirting;
- initiation or hazing-type behaviour;
- sexual exploitation;
- criminal exploitation;
- making or sharing nudes or semi-nudes, consensually or non-consensually;
- making or sharing images generated, manipulated or altered using artificial intelligence;
- sexualised online bullying;
- sharing unwanted explicit content; and
- coercing another person to create or perform sexual acts or content online.

KCSIE 2026 requires child-protection policies to cover child-on-child abuse occurring inside or outside education settings and online, including physical harm involving weapons, harmful sexual behaviour, misogyny or misandry, and consensual or non-consensual nude or semi-nude images, including AI-generated content.

No Dismissal as Banter

Staff must not dismiss or minimise concerning behaviour as:

- banter;
- joking;
- flirting;
- horseplay;
- an ordinary relationship disagreement;
- part of growing up;
- “boys being boys”;
- attention-seeking; or
- something that the affected pupil should manage alone.

Apparently lower-level conduct may form part of a wider pattern or may escalate if it is not challenged.

The absence of reported incidents does not establish that abuse is not occurring. It may mean that pupils do not yet feel safe or confident enough to report it.

Reporting a Concern

How Pupils Can Report

Pupils may report a safeguarding concern:

- to any member of staff;
- verbally;
- in writing;
- through the Academy's designated reporting route;
- through a trusted adult;
- through a parent or carer;
- through a friend who is seeking help on their behalf; or
- through another professional or agency.

The Academy will maintain reporting systems that are:

- clear;
- well promoted;
- accessible;
- age appropriate;
- responsive to SEND and communication needs; and
- capable of being used privately.

A pupil does not need to use safeguarding terminology or provide a complete account before staff act. Changes in behaviour, indirect comments, drawings, online material or information from another person may also require safeguarding consideration.

Staff Response to a Report

When a pupil makes a report, staff will:

1. listen calmly and carefully;
2. take the pupil seriously;
3. avoid expressing shock, disbelief or judgement;
4. reassure the pupil that they have done the right thing by speaking;
5. avoid suggesting that the pupil is responsible for what happened;
6. not promise absolute confidentiality;
7. explain that information must be shared with people who can help;
8. use open-ended and non-leading questions;
9. avoid repeatedly questioning the pupil;
10. establish whether anyone is in immediate danger;
11. make an accurate written record using the pupil's own words wherever possible;
12. preserve relevant evidence;
13. report the matter to the DSL or a deputy as soon as practicable; and
14. take emergency action where required.

Staff should not conduct an extensive investigation or seek to prove or disprove the allegation before informing the DSL.

KCSIE requires staff to listen carefully, avoid judgement, use open-ended questions, make a written record and inform the DSL as soon as practicable. Pupils should never be made to feel that they are creating a problem or be made to feel ashamed for reporting abuse.

Immediate Danger

Where a child or another person is in immediate danger or requires urgent medical assistance, staff must:

- call **999** where necessary;
- obtain first aid or emergency medical support;
- inform the DSL or a deputy;
- preserve the scene or evidence where relevant;
- move other pupils away where required; and
- record the action taken.

The safeguarding referral process must not delay emergency action.

DSL-Led Safeguarding Response

The DSL or a deputy will lead the Academy's initial safeguarding response and will consider:

- the pupil's wishes and feelings;
- the nature of the report;
- whether the conduct may constitute a criminal offence;
- the ages and developmental stages of those involved;
- any power imbalance;
- SEND, disability or communication needs;
- coercion, exploitation or grooming;
- whether the behaviour forms part of a wider pattern;
- any intimate relationship between the pupils;
- risks to the pupil who may have been harmed;
- risks to other pupils;
- risks posed by or to the alleged perpetrator;
- risks to staff;
- relevant locations, lessons, social times and transport;
- online dissemination or continuing digital risk;
- family and safeguarding circumstances;
- whether parents should be contacted;
- whether local authority children's social care should be involved;
- whether the police should be contacted; and
- what immediate protective action is required.

Immediate safeguarding action will not be delayed merely because the full facts have not yet been established.

Risk and Needs Assessments

Sexual Violence

Following a report of sexual violence, the DSL or a deputy will complete an immediate risk and needs assessment.

Sexual Harassment

Following a report of sexual harassment, the DSL or a deputy will consider the need for a risk and needs assessment on a case-by-case basis.

Scope of the Assessment

The assessment will consider:

- the safety and support needs of the pupil who may have been harmed;
- potential other victims;
- the alleged perpetrator or perpetrators;
- the wider pupil body;
- staff;
- the likelihood of repetition or escalation;
- shared lessons;
- shared social spaces;
- toilets and changing areas;
- corridors and transitions;
- arrival and departure arrangements;
- transport;
- online contact;
- the location and time of the reported incident;
- any contextual safeguarding concern;
- SEND, disability and communication needs;
- any risk of retaliation or intimidation; and
- what steps are necessary to prevent further harm.

The assessment will be:

- recorded;
- regularly reviewed;
- amended when circumstances change;
- used to inform safeguarding and educational arrangements; and
- supported by specialist or statutory-agency assessments where required.

An Academy risk assessment does not replace a professional assessment by children's social care, police, health services or a specialist sexual-violence service.

Immediate Separation and Shared Classes

Reports of Rape or Assault by Penetration

Where rape or assault by penetration is reported, the alleged perpetrator will normally be removed from any classes shared with the pupil who may have been harmed while:

- the Academy establishes the immediate facts;
- the DSL liaises with local authority children's social care; and
- the DSL liaises with the police.

The Academy will also consider how to keep the pupils a reasonable distance apart:

- elsewhere on the premises;
- during social times;
- during transitions;
- on transport; and
- during any Academy-organised activity.

This is an immediate safeguarding measure. It is **not** a finding that the allegation has been proved and is not, by itself, a disciplinary sanction.

Other Reports of Sexual Violence or Sexual Harassment

For other reports, decisions about:

- shared classes;
- proximity;
- site access;
- social times;
- transport;
- communication;
- timetable changes; and
- supervision

will be considered immediately and individually.

The pupil who may have been harmed should not be placed at an educational disadvantage merely for reporting. The pupil's wishes will be considered carefully, although they cannot be the sole determining factor where the Academy has wider safeguarding duties.

Any arrangements will be proportionate, recorded and regularly reviewed. KCSIE requires immediate consideration of shared classes, proximity, premises and transport, with the victim's wishes and the need to protect all children central to the decision.

Routes for Managing a Safeguarding Report

The DSL or a deputy will consider the four principal response routes identified in KCSIE 2026.

Route	When it may be appropriate
Manage internally	A matter can be safely and appropriately addressed through the Academy's safeguarding, pastoral and behaviour arrangements without referral to statutory services.
Universal services and community-based Early Help	The children or families would benefit from support at an early stage through education, health, community services, family hubs or other local support.
Family Help or local authority children's social care	More targeted support is required, the child may be in need, or a child has been harmed, is at risk of harm or is in immediate danger.
Police	A crime may have been committed, immediate protection is required, evidence needs securing, or the nature of the allegation meets the threshold for police referral.

Managing a matter internally and obtaining Early Help are not mutually exclusive. Support may be arranged for both the pupil who may have been harmed and the alleged perpetrator.

Referral to Children's Social Care

Where a child:

- has been harmed;
- may be at risk of harm;
- is in immediate danger; or
- may require statutory assessment or protection,

the Academy will make a referral to local authority children's social care in accordance with local safeguarding arrangements.

Parents will generally be informed that a referral is being made unless there is a compelling reason not to do so, such as where informing the parent could increase risk. Any decision not to inform will normally be made with advice from children's social care.

Police Referral for Sexual Offences

The starting position is that reports of:

- rape;
- assault by penetration; or
- sexual assault

should be referred to the police.

This remains the starting position even where the alleged perpetrator is under the age of criminal responsibility. In such circumstances, the police will take a welfare and safeguarding approach rather than treating the child through the ordinary criminal-justice process.

Where a report is made to the police, the DSL will normally liaise with both the police and local authority children's social care.

Academy Fact-Finding and Behaviour Decisions

Coordinating Investigations

The Academy will not undertake questioning or evidence handling that could:

- compromise a police investigation;
- compromise a children's social care assessment;
- contaminate witness evidence;
- increase trauma;
- place a pupil at greater risk; or
- undermine procedural fairness.

Where external agencies are involved, the DSL will seek advice about:

- what questions may be asked;

- when the alleged perpetrator should be informed;
- what information may be shared;
- what evidence the Academy may examine;
- when a disciplinary process may proceed; and
- what immediate protective measures are required.

Standard of Proof

The Academy may make its own behaviour finding using the civil standard of proof: on the balance of probabilities. This means deciding whether it is more likely than not that the conduct occurred. The criminal standard of proof does not apply to an Academy disciplinary decision.

Parallel Disciplinary Action

Disciplinary action may be taken while a police or children's social care investigation is continuing where:

- the action can be taken fairly;
- it will not prejudice an external investigation;
- the DSL has taken a leading role;
- relevant agency advice has been considered;
- sufficient evidence is available;
- the pupil has had an appropriate opportunity to provide their account; and
- the response is reasonable and proportionate.

KCSIE confirms that schools may reach their own conclusion on the balance of probabilities while another investigation is ongoing, following case-by-case consideration led by the DSL.

No Automatic Finding or Sanction

No pupil will automatically be sanctioned merely because:

- an allegation has been made;
- the police have been contacted;
- a safeguarding referral has been made;
- they have been removed temporarily from a shared class;
- another pupil's parent requests a particular sanction;
- an online post identifies them;
- an allegation has been repeated widely; or
- a protective arrangement has been introduced.

Likewise, the fact that:

- the police take no further action;
- a criminal case is discontinued;
- there is insufficient evidence for prosecution;
- a pupil is acquitted; or
- children's social care closes its involvement

does not establish that the report was false or that the pupil who reported deliberately lied.

The Academy will continue to assess safeguarding needs and may make its own behaviour finding on the evidence available. KCSIE expressly states that a police case not progressing or a not-guilty verdict does not mean that the reported conduct did not occur or that the pupil lied.

Malicious or Knowingly False Reports
A pupil will not be sanctioned merely because a concern cannot be substantiated.

Where there is clear evidence that a pupil deliberately and maliciously fabricated an allegation, the Academy may consider a separate Behaviour Policy response. This will occur only after:

- safeguarding considerations have been completed;
- the DSL has been consulted;
- the evidence has been reviewed;
- the pupil has been heard;
- the impact of trauma, pressure, communication or misunderstanding has been considered; and
- the decision would not discourage good-faith safeguarding reports.

Behaviour Consequences
Following an individual review, established safeguarding-related misconduct may result in:

- reteaching of expectations;
- an educational or reflective intervention;
- parent contact;
- restorative work where appropriate;
- a lunchtime detention;
- an after-school detention;
- a Senior Extended Detention;
- loss of an appropriate privilege;
- a behaviour or safety plan;
- C3, C4 or C5 recording;
- time-limited Impact or classroom removal;
- a device restriction or ban;
- suspension considered by the Headteacher; or
- permanent exclusion considered by the Headteacher where both statutory conditions are met.

No consequence, suspension or permanent exclusion will be automatic.

Only the Headteacher, or a person formally appointed to act as Headteacher, may suspend or permanently exclude a pupil.

Impact is a supervised, time-limited classroom-removal arrangement. It is not an “internal suspension” or “internal exclusion”.

An off-site direction is a temporary intervention intended to improve future behaviour. It will not be imposed as punishment for a safeguarding incident.

Restorative Work

Restorative work will be considered only where:

- it is safe;
- it is appropriate to the circumstances;
- the pupil who may have been harmed wishes to participate;
- there is no pressure to forgive or reconcile;
- there is no unacceptable power imbalance;
- it will not increase risk or distress; and
- the DSL agrees that it is appropriate.

A pupil will never be required to meet face to face with another pupil as a condition of receiving support, returning to lessons or resolving a safeguarding concern.

Restorative practice will not replace an appropriate safeguarding, disciplinary, police or children's social care response.

Supporting the Pupil Who May Have Been Harmed

Support will be determined by need and may include:

- a named trusted adult;
- regular wellbeing checks;
- a safety plan;
- a risk and needs assessment;
- changes to classes or seating;
- safe arrival and departure arrangements;
- safe movement around the site;
- supervised social-time arrangements;
- transport arrangements;
- protection from unwanted contact;
- support with online content or image removal;
- pastoral support;
- counselling or specialist support;
- medical support;
- SEND or communication support;
- catch-up education;
- attendance support;
- examination support;
- liaison with parents or carers;
- referral to external services; and
- support during any police or court process.

The pupil will not be expected to take responsibility for managing the alleged perpetrator or preventing further contact.

The Academy will avoid actions that isolate, blame or unnecessarily disadvantage the pupil who reported harm.

Terminology

Some children do not identify with or wish to be described by the term “victim”. Staff will use sensitive, age-appropriate language and, wherever practicable, language with which the child is comfortable.

Safeguarding and Supporting the Alleged Perpetrator

The Academy must safeguard the pupil who may have been harmed while also considering the welfare, education and support needs of the alleged perpetrator.

The alleged perpetrator may require:

- a fair opportunity to provide their account;
- clear information about interim arrangements;
- education;
- a named supporting adult;
- safeguarding support;
- assessment of unmet needs;
- SEND support;
- mental-health support;
- support relating to their own experience of abuse or trauma;
- harmful sexual behaviour intervention;
- clear behaviour boundaries;
- a safety or risk-management plan;
- protection from retaliation or vigilante behaviour; and
- an appropriate disciplinary response.

Providing support does not remove accountability. Taking disciplinary action and providing safeguarding or therapeutic support are not mutually exclusive.

School can be an important protective factor for children who have displayed harmful sexual behaviour. Before final decisions are made, the Academy will consider whether continued education can be safely maintained through a comprehensive safeguarding plan, while recognising that suspension or permanent exclusion may nevertheless be necessary in a serious case.

Where a pupil moves to another education setting, the DSL will ensure that necessary safeguarding information, support needs, known risks and the child-protection file are transferred securely and promptly.

Supporting Other Pupils and Staff

The Academy will also consider the needs of:

- witnesses;
- friends and siblings;
- pupils who have received or shared content;
- classmates;
- staff receiving a disclosure;
- staff affected by the behaviour; and
- the wider Academy community.

Support may include:

- reassurance;
- factual and age-appropriate communication;
- protection from rumours;
- supervision;
- pastoral support;
- curriculum work;
- staff debriefing;
- occupational support;
- risk-management arrangements; and
- reminders about confidentiality and respectful conduct.

Online Safety

Whole-Academy Approach
Online safety is an integral and continuing part of safeguarding, behaviour, teaching, staff training, curriculum planning and parental engagement.

The Academy's approach will address the four broad areas of online risk identified in KCSIE 2026:

Content
Exposure to illegal, inappropriate or harmful material, including:

- pornography;
- racist or discriminatory material;
- misogynistic content;
- self-harm or suicide content;
- antisemitism;
- radicalisation and extremism;
- extreme sexual or physical violence;
- misinformation;
- disinformation;
- fake news;
- conspiracy theories; and
- AI-generated harmful content.

Contact
Harmful interaction with other users or technology, including:

- peer pressure;
- bullying;
- grooming;
- adults posing as children;
- sexual exploitation;
- criminal exploitation;
- financial exploitation; and
- generative-AI applications simulating harmful personal interactions.

Conduct
Online behaviour that causes or increases the likelihood of harm, including:

- cyberbullying;
- threats;
- harassment;
- discriminatory abuse;
- making, sending or receiving explicit images;
- AI-generated nude or sexualised images;
- impersonation;
- recording or sharing others without consent;
- doxxing;
- coercion; and
- facilitating offline harm.

Commerce

Commercial risks, including:

- online gambling;
- inappropriate advertising;
- phishing;
- fraud;
- scams;
- financial exploitation; and
- in-app or online purchasing pressures.

KCSIE 2026 identifies content, contact, conduct and commerce as the four main categories of online risk and specifically includes AI-generated explicit content and AI-simulated harmful contact.

Online Conduct Outside the Academy

The Academy may respond to online conduct outside school where it is reasonable to do so, including where the conduct:

- threatens or harms another pupil;
- targets a member of staff;
- constitutes cyberbullying;
- creates a safeguarding concern;
- disrupts teaching or relationships;
- is likely to be brought into the Academy;
- affects the orderly running of the Academy;
- uses Academy systems or accounts; or
- has another substantial connection with the Academy community.

The connection with the Academy, seriousness, evidence, pupil's circumstances and proportionality will be considered. Conduct will not automatically be sanctioned merely because it took place online or outside school. DfE behaviour guidance confirms that schools may respond to harmful online behaviour outside the school day where it impacts pupils or the school environment.

Misuse of Academy Technology
Pupils must not:

- attempt to bypass filtering or monitoring;
- use an unauthorised virtual private network or proxy;

- access another person's account;
- disclose passwords;
- interfere with Academy systems;
- search for or distribute harmful or illegal material;
- use AI to create abusive, discriminatory, deceptive or sexualised content;
- photograph, film or record others without authorisation;
- share personal information unlawfully;
- impersonate another person;
- use Academy systems to bully, threaten or exploit; or
- attempt to conceal harmful online activity.

A breach may result in a behaviour response, safeguarding action, restriction of access, confiscation of a device or referral to another agency, depending on the circumstances.

Filtering and Monitoring

The Academy will maintain appropriate filtering and monitoring arrangements on Academy devices and networks.

Filtering is intended to prevent access to illegal, inappropriate or harmful material. Monitoring supports the identification of potentially harmful activity and generates information or alerts requiring review. Filtering and monitoring do not replace staff supervision, professional curiosity or direct safeguarding reporting.

FCAT and the Academy will:

- assign clear strategic and operational responsibilities;
- ensure the DSL and IT support work together;
- ensure relevant reports and alerts are checked;
- respond promptly to safeguarding concerns;
- train staff in their responsibilities;
- explain relevant arrangements to pupils and parents;
- document decisions about what is blocked or permitted;
- avoid unreasonable over-blocking that undermines education;
- test the effectiveness of arrangements; and
- review filtering and monitoring provision at least once every academic year.

The DfE filtering and monitoring standard, updated in August 2026, places strategic responsibility on governing bodies and proprietors and expects provision to be reviewed at least annually.

Filtering or monitoring information will be handled in accordance with data-protection law, safeguarding requirements and the Academy's privacy notices.

Making or Sharing Nudes and Semi-Nudes

Correct Terminology

The principal policy term will be:

making or sharing nudes and semi-nudes

rather than “sexting”.

This includes:

- photographs;
- videos;
- livestreams;
- screenshots;
- images created by the child;
- images taken by another person;
- images digitally altered;
- deepfakes;
- “deep nudes”; and
- images generated wholly or partly using artificial intelligence.

KCSIE 2026 expressly includes images altered or generated using artificial intelligence.

Safeguarding Response

Every incident involving nudes or semi-nudes will receive a safeguarding response, whether the sharing appears to have been:

- consensual;
- non-consensual;
- coerced;
- accidental;
- experimental;
- malicious;
- exploitative; or
- commercially motivated.

The response will be proportionate and will consider:

- age;
- developmental stage;
- capacity and understanding;
- coercion;
- power imbalance;
- exploitation;
- vulnerability;
- circulation;
- purpose;
- whether an adult may be involved;
- whether the material is being used to threaten or control;
- whether AI was used;
- whether there is an immediate risk; and
- the wishes and welfare of the children involved.

Consensual sharing does not remove the requirement for safeguarding consideration. It may, however, require a different and more proportionate response from coercive, exploitative or non-consensual sharing.

Staff Must Not View or Circulate Images

Staff must not intentionally:

- view;
- copy;
- print;
- save;
- store;
- forward;
- upload;
- download;
- share; or
- ask a pupil to display

a nude or semi-nude image of a child.

Staff must not ask a pupil to send the image to an Academy account, device or member of staff.

Where viewing is believed to be unavoidable, this decision must be made and managed by the DSL in accordance with the current UKCIS guidance.

The device or information will be secured where necessary and the DSL will determine whether:

- the device should be confiscated;
- police advice is required;
- evidence must be preserved;
- the image must not be deleted;
- online removal support is needed; or
- another safeguarding referral is required.

KCSIE states that staff should not view or forward illegal images of children and that confiscation may be appropriate to preserve evidence for police inspection.

Bullying, Prejudice and Discriminatory Abuse

Aspire Academy has a zero-tolerance safeguarding and behaviour culture towards bullying, discriminatory abuse and prejudice-related harm. This includes conduct based upon, or perceived to be based upon:

- race;
- colour;
- nationality;
- ethnic or national origin;
- disability;
- sex;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- misogyny;
- misandry;

- appearance;
- family circumstances;
- caring status; or
- another personal characteristic.

Zero tolerance means that incidents will be challenged, recorded, considered and addressed. It does not create an automatic sanction without individual consideration.

The Academy will:

- protect and support pupils affected;
- establish the facts;
- consider whether the matter is bullying, harassment, abuse or a criminal concern;
- notify the DSL where safeguarding is engaged;
- consider Equality Act duties;
- record the appropriate category accurately;
- monitor for repetition and patterns;
- involve parents where appropriate;
- provide educational intervention;
- consider a proportionate sanction; and
- refer to external agencies where necessary.

Restorative work or peer mediation will not be imposed automatically. It will not be used where there is an unsafe power imbalance, a serious safeguarding concern or a risk of retraumatisation.

Weapons, Drugs and Suspected Criminal Conduct

Immediate Response
Where a weapon, suspected controlled drug, dangerous item or suspected criminal conduct is identified, staff will:

- prioritise immediate safety;
- request senior or emergency support;
- avoid unnecessary confrontation;
- prevent access to the item where safely possible;
- notify the DSL or a deputy;
- preserve evidence;
- follow the Searching, Screening and Confiscation procedures;
- consider medical assistance;
- contact the police where required; and
- make any necessary safeguarding referral.

Staff will not place themselves or pupils at unreasonable risk in attempting to recover an item.

Knives, Weapons and Evidence of an Offence

A knife, weapon or article that is evidence of a suspected offence must be secured and passed to the police as soon as reasonably practicable.

Controlled Drugs

A controlled or suspected controlled drug must be delivered to the police as soon as reasonably practicable unless there is a good reason for safely disposing of it.
Where staff are uncertain whether a substance is controlled, it will be treated as a controlled drug.

Other Harmful Substances

Other harmful substances will be passed to the police or safely disposed of, taking account of:

- the nature of the substance;
- safety;
- safeguarding;
- whether it may be evidence; and
- professional advice.

The current DfE searching guidance requires knives, weapons and evidence of suspected offences to be passed to police, and controlled drugs to be passed to police unless there is a good reason for safe disposal.

Not every suspected criminal act requires an automatic police report. The DSL and senior leaders will apply KCSIE, the current national police guidance, local safeguarding procedures and professional judgement. This does not affect the specific police-referral starting position for rape, assault by penetration or sexual assault, or the statutory treatment of weapons and evidence.

Radicalisation, Extremism and Prevent

A concern that a pupil may be susceptible to radicalisation or being drawn into terrorism is a safeguarding concern.

Staff must report such concerns to the DSL or a deputy. The Academy will:

- consider the pupil's welfare and vulnerability;
- follow its Prevent procedures;
- consider local Prevent advice;
- make a Prevent or Channel referral where appropriate;
- involve parents where safe and suitable;
- avoid stigmatising the pupil; and
- provide appropriate support.

The Prevent duty sits alongside wider safeguarding duties and is intended to protect people who may be susceptible to radicalisation. The current statutory Prevent duty guidance for England and Wales came into force on 31 December 2023.

Lawful religious observance, political expression, debate, criticism of government or discussion of controversial issues will not, by itself, be treated as extremism or a behaviour breach. Concerns must be based on relevant indicators and assessed through the safeguarding process.

Confidentiality and Anonymity

No Promise of Absolute Confidentiality

Staff must never promise a pupil that information will remain secret.

Information will be shared only with those who need it to:

- protect a child;
- provide support;
- make a safeguarding decision;
- conduct an investigation;
- fulfil a legal duty; or
- manage risk.

The pupil will, wherever possible, be told:

- who information will be shared with;
- why it must be shared;
- what will happen next; and
- who will continue to support them.

Protecting Anonymity

The Academy will take reasonable steps to protect the anonymity and privacy of all children involved. This may include:

- limiting staff knowledge to those with a professional need;
- using restricted safeguarding records;
- controlling circulation of documents;
- avoiding unnecessary identification in staff communications;
- addressing rumours;
- warning pupils against online discussion or sharing;
- monitoring social-media risks;
- protecting witnesses; and
- liaising with police about statutory reporting restrictions.

KCSIE requires schools to consider carefully which staff need to know and to take reasonable steps to protect children's anonymity, particularly where social media may spread rumours or compromise identities.

Recording on Academy Systems

Detailed disclosures, sexual-abuse information, child-protection assessments or sensitive agency information will not be placed in an ordinary or parent-visible ClassCharts entry.

The full safeguarding record will be held securely within the Academy's safeguarding-recording system.

Where a behaviour entry is required, it will:

- use neutral and factual language;
- contain only the information necessary for the behaviour record;
- avoid graphic detail;
- avoid identifying another child unnecessarily;
- avoid unverified conclusions; and
- direct authorised staff to the restricted safeguarding record where appropriate.

Parents and Carers

Parents and carers will normally be informed of a serious safeguarding incident affecting their child.

The DSL will determine:

- who should make contact;
- when contact should occur;
- what information may be shared;
- whether police or children's social care advice is required first; and
- whether contacting a particular parent may create additional risk.

Parents will generally be informed before or when a referral is made unless:

- doing so could place a child at increased risk;
- it could prejudice a police investigation;
- it could lead to destruction of evidence;
- it could expose the child to intimidation or retaliation; or
- children's social care or police advise against immediate contact.

Parents are expected to:

- support their child;
- preserve evidence;
- avoid sharing allegations publicly or online;
- avoid contacting or confronting other children;
- avoid conducting their own interviews;
- respect confidentiality;
- support reasonable safety arrangements; and
- communicate relevant information to the Academy.

A parent's request for a particular sanction will be considered but will not determine the outcome. Safeguarding, disciplinary and exclusion decisions remain the responsibility of the relevant authorised professionals.

SEND, Disability and Additional Vulnerability

Pupils with SEND or disabilities may experience additional barriers to:

- recognising abuse;
- understanding that behaviour is abusive;
- communicating a concern;
- being believed;
- recalling events in sequence;
- using ordinary reporting systems;
- coping with questioning;
- understanding confidentiality; or
- participating in disciplinary and safeguarding processes.

The Academy will make reasonable adjustments, which may include:

- communication aids;

- visual prompts;
- an interpreter;
- a trusted adult;
- additional processing time;
- a quieter environment;
- appropriately trained staff;
- speech and language support;
- sensory support;
- accessible written information; and
- specialist advice.

Staff will avoid assuming that behaviour, distress or injury is explained by a pupil's disability.

Staff will also consider whether an alleged perpetrator has unmet SEND, communication, trauma or safeguarding needs. These needs do not excuse harm but may affect risk management, support and the way any disciplinary process is conducted.

Separation of Pupils for Safeguarding Purposes

In rare circumstances, Aspire Academy may temporarily forbid a pupil from attending its premises where:

- an allegation of harm has been made;
- physical separation between pupils is essential;
- the risk cannot practicably be managed while all pupils remain on the premises; and
- the measure is necessary to safeguard one or more children.

This is **not**:

- a disciplinary suspension;
- a permanent exclusion;
- Impact;
- a punishment;
- an informal exclusion; or
- a finding that the pupil committed the alleged conduct.

The July 2026 exclusion guidance confirms that temporary safeguarding separation is not exclusion on disciplinary grounds and should be reserved for rare circumstances where essential separation cannot practicably be achieved on site.

Decision-Making

The decision will be made case by case, with the DSL or a deputy taking a leading role.

The Academy will consider:

- the best interests of every child;
- the views and wishes of the pupil who may have been harmed;
- the needs and risks associated with the alleged perpetrator;
- whether either pupil would be disproportionately disadvantaged;
- whether safe separation can be achieved on site;
- alternative timetabling;

- supervision;
- transport;
- online contact;
- the duration of the measure;
- SEND and disability;
- the Equality Act 2010;
- the Human Rights Act 1998;
- public-law principles of reasonableness, rationality and procedural fairness;
- advice from children's social care; and
- advice from the police.

The pupil who may have been harmed will not automatically be the pupil required to remain off site.

The alleged perpetrator will not automatically be removed from the premises merely because an allegation has been made.

The decision must be based on the individual risk assessment and safeguarding necessity.

Required Procedures

Where safeguarding separation is used, the Academy will:

- record the reasons;
- record why on-site separation is not practicable;
- inform the pupil and parent of the reason, subject to appropriate safeguarding and agency advice;
- notify the governing board without delay;
- notify and involve relevant agencies;
- arrange suitable educational work or provision;
- maintain contact with the pupil;
- make reasonable adjustments;
- set an early review date;
- review the measure regularly;
- end it as soon as off-site separation is no longer essential; and
- plan a safe reintegration.

Where neither the Academy nor the parent arranges education, the local authority has responsibility under section 19 of the Education Act 1996, subject to the applicable statutory conditions.

The absence will not be recorded or reported as a disciplinary suspension or permanent exclusion.

Safeguarding separation will not be used:

- because an investigation is taking a long time;
- for staff convenience;
- to avoid making a lawful suspension decision;
- because another parent demands removal;
- to manage ordinary disruptive behaviour;
- as an open-ended arrangement; or
- to pressure a pupil or parent into accepting another placement.

Reintegration

Following safeguarding separation, the Academy will implement a reintegration strategy intended to:

- provide a fresh start;
- restore safe access to education;
- communicate boundaries;
- maintain support;
- reduce future risk;
- rebuild a sense of belonging;
- address missed learning; and
- review continuing safeguarding arrangements.

A parent's inability or unwillingness to attend a reintegration meeting will not prevent the pupil returning once safeguarding separation is no longer necessary.

Recording Safeguarding-Related Behaviour

The Academy will record, as appropriate:

- the date and time of the concern;
- who reported it;
- the pupil's own words;
- the immediate action taken;
- evidence identified;
- the DSL's decisions;
- the risk and needs assessment;
- contact with parents;
- referrals;
- advice from agencies;
- protective measures;
- support for each pupil;
- behaviour findings;
- sanctions;
- reasonable adjustments;
- review dates;
- outcomes; and
- reasons for decisions.

Safeguarding records will distinguish clearly between:

- allegation;
- concern;
- reported fact;
- established fact;
- professional opinion; and
- final behaviour finding.

All concerns, discussions, decisions and the rationale for those decisions will be recorded in writing, as required by KCSIE 2026.

Prevention and Safeguarding Education

The Academy will seek to prevent abuse through a whole-Academy approach, including:

- a clear reporting culture;
- trusted relationships;
- explicit teaching of consent;
- respectful relationships education;
- age-appropriate relationships and sex education;
- online-safety education;
- teaching about healthy and unhealthy relationships;
- teaching about coercion and exploitation;
- teaching about nudes and semi-nudes;
- teaching about AI-generated content;
- anti-bullying education;
- teaching about prejudice and discrimination;
- bystander education;
- understanding privacy and digital footprints;
- teaching about misinformation and scams;
- safe use of social media;
- assemblies;
- targeted interventions;
- pupil voice;
- supervision and site-risk review; and
- engagement with parents and carers.

The Academy will not rely solely on sanctions after incidents occur. Reports and patterns will inform:

- curriculum content;
- supervision;
- staff deployment;
- site arrangements;
- online-safety measures;
- staff training;
- pupil interventions; and
- policy review.

KCSIE requires policies, processes and the curriculum to remain under review, particularly where reports reveal patterns or environmental and systemic concerns.

Staff Training

All staff will receive safeguarding and child-protection training at induction and regular updates, including online-safety updates, at least annually and whenever changes or emerging risks require them.

Training will include:

- child-on-child abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;

- receiving disclosures;
- recording;
- avoiding victim-blaming;
- confidentiality;
- evidence preservation;
- nudes and semi-nudes;
- AI-generated content;
- bullying and discrimination;
- online safety;
- filtering and monitoring;
- exploitation;
- radicalisation and Prevent;
- SEND-related barriers to disclosure;
- referral routes;
- the role of the DSL;
- police and social care coordination; and
- safeguarding separation.

Staff will not be expected to diagnose abuse, conduct criminal investigations or make statutory social-care decisions. They are expected to recognise concerns, respond safely, record accurately and report promptly.

Monitoring and Governance

The DSL, Behaviour Lead, Headteacher and governing body will monitor relevant information, including:

- child-on-child abuse reports;
- sexual harassment and sexual violence;
- harmful sexual behaviour;
- bullying;
- discriminatory incidents;
- online incidents;
- nudes and semi-nudes;
- weapons;
- substance-related concerns;
- police referrals;
- children's social care referrals;
- safeguarding separation;
- repeat victims;
- repeat alleged perpetrators;
- locations and times;
- transport concerns;
- sanctions;
- support provided;
- SEND and disability;
- protected characteristics;
- pupil voice;
- complaints;
- filtering and monitoring alerts; and
- the effectiveness of interventions.

Monitoring will seek to identify:

- repeated or escalating conduct;
- unsafe areas or times;
- online trends;
- peer-group patterns;
- under-reporting;
- disproportionate effects on particular groups;
- inappropriate use of sanctions;
- pupils requiring additional support;
- weaknesses in reporting systems;
- weaknesses in supervision;
- curriculum gaps;
- staff-training needs; and
- systemic or cultural concerns.

Governance reports will protect confidentiality and ordinarily use anonymised or aggregated information.

Core Academy Commitments

Aspire Academy will:

- maintain a safeguarding-first culture;
- ensure that pupils know how to report;
- believe that abuse could happen here;
- never dismiss abuse as banter;
- take immediate action to protect pupils;
- ensure DSL oversight;
- complete and review risk and needs assessments;
- support pupils who may have been harmed;
- safeguard and support alleged perpetrators;
- coordinate with police and children's social care;
- preserve evidence;
- protect confidentiality and anonymity;
- make behaviour findings fairly;
- impose no automatic sanctions;
- respond to online and AI-related risks;
- operate appropriate filtering and monitoring;
- use safeguarding separation only in rare and essential circumstances;
- make reasonable adjustments;
- review patterns and outcomes; and
- maintain a preventative safeguarding curriculum.

Related Policies and Procedures

This section must be read alongside the:

- Child Protection and Safeguarding Policy;
- Behaviour Escalation Ladder;
- Suspension, Permanent Exclusion and Pupil Movement section;
- Safeguarding Separation procedures;

- Anti-Bullying Policy;
- Online Safety Policy;
- Acceptable Use Policy;
- Mobile Phones and Smart Devices Policy;
- Searching, Screening and Confiscation procedures;
- Drugs, Alcohol, Tobacco and Vaping procedures;
- Impact and Classroom Removal procedures;
- SEND Policy;
- Equality Policy;
- Supporting Pupils with Medical Conditions Policy;
- First Aid Policy;
- Relationships, Sex and Health Education Policy;
- Prevent Risk Assessment and procedures;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Data Protection Policy;
- Information Security Policy;
- filtering and monitoring procedures;
- Educational Visits Policy; and
- FCAT Complaints Policy.

Legislative and Guidance Reference Basis

Primary Legislation

- Education Act 1996, including section 19 and sections 550ZA–550ZC.
- Education Act 2002, including section 175.
- Education and Inspections Act 2006, including sections 89–93.
- Education (Independent School Standards) Regulations 2014, as applicable to academies.
- Children Act 1989, including sections 17 and 47.
- Children Act 2004.
- Children and Families Act 2014.
- Equality Act 2010.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Voyeurism (Offences) Act 2019.
- Counter-Terrorism and Security Act 2015, including the Prevent duty.
- UK General Data Protection Regulation.
- Data Protection Act 2018.
- Data (Use and Access) Act 2025.

Statutory and Departmental Guidance

- Department for Education, **Keeping Children Safe in Education 2026**, effective from 1 September 2026.
- HM Government, **Working Together to Safeguard Children 2026**, statutory multi-agency guidance.

- Department for Education, **Behaviour in Schools: Advice for Headteachers and School Staff**, February 2024.
- Department for Education, **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement**, July 2026, effective from 26 July 2026.
- Department for Education, **Searching, Screening and Confiscation: Advice for Schools**, July 2022.
- UK Council for Internet Safety, **Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People**, updated March 2024.
- Department for Education, **Filtering and Monitoring: Core Standard**, updated June 2026.
- Home Office, **Prevent Duty Guidance: England and Wales**, 2023.
- Department for Education, statutory **Mobile Phones in Schools** guidance, applicable from September 2026.
- Department for Education, **Teaching Online Safety in Schools**.
- Department for Education, **Information Sharing Advice for Safeguarding Practitioners**.
- National Police Chiefs' Council, **When to Call the Police: Guidance for Schools and Colleges**.
- Current local safeguarding-partnership threshold, referral and multi-agency procedures.

Parent Partnership: Shared Responsibility for Success

At Aspire Academy, we believe that educating a child is a **shared responsibility between the Academy, the pupil and their family**. Strong partnership between home and school helps pupils receive clear and consistent messages about behaviour, attendance, learning, respect and personal responsibility.

Parents and carers have an important role in supporting the Academy's **rules, routines, values and behaviour expectations**. The Academy will build positive relationships with families through open and respectful communication and will involve parents and carers in behaviour support, intervention and reintegration where appropriate.

"Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate."

— Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, p. 12.

The DfE also states that where parents have concerns about behaviour management, they should raise them directly with the school **while continuing to work in partnership with the school**. (GOV.UK)

Parents and carers are expected to:

- understand and support the Academy's Behaviour Policy and reinforce expectations at home;
- encourage their child to be **Ready, Respectful and Safe**;
- work constructively with Academy staff where concerns arise;
- attend behaviour, support or reintegration meetings where reasonably practicable;
- share relevant information that may help the Academy understand and support their child; and
- celebrate success and encourage positive behaviour, attendance and engagement with learning.

Aspire Academy will:

- communicate openly and respectfully with parents and carers;
- keep families appropriately informed about successes and concerns;
- listen to relevant information about circumstances affecting a pupil's behaviour;
- provide appropriate pastoral, SEND, safeguarding or other support where required;
- involve parents and carers in behaviour interventions and reintegration where appropriate; and
- apply the Behaviour Policy fairly, reasonably and consistently, taking account of individual circumstances and reasonable adjustments.

Parents and carers retain the right to **raise concerns, use the Academy or Trust complaints procedure, make representations in relation to suspension or permanent exclusion, and exercise all applicable statutory review rights**.

Reference Framework

This policy has regard to, and should be read alongside, the following key legislation and statutory and non-statutory guidance:

- Department for Education, *Keeping Children Safe in Education 2026*, effective from 1 September 2026;
- HM Government, *Working Together to Safeguard Children 2026*, March 2026;
- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*, February 2024;
- Department for Education, *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement*, July 2026, effective from 26 July 2026;
- Department for Education, *Mobile Phones in Schools*, statutory guidance, updated 29 June 2026 and applicable from 1 September 2026;
- Department for Education, *Working Together to Improve School Attendance*, July 2026;
- Department for Education, *Searching, Screening and Confiscation: Advice for Schools*, July 2022;
- Department for Education, *Restrictive Interventions, Including the Use of Reasonable Force, in Schools*, effective from 1 April 2026;
- Department for Education, *Supporting Pupils at School with Medical Conditions*, current statutory guidance;
- Department for Education, *Allergy Safety in Schools*, statutory guidance, July 2026;
- Department for Education and Department of Health and Social Care, *SEND Code of Practice: 0 to 25 Years*, current statutory guidance;
- Equality Act 2010;
- Children and Families Act 2014;
- Education and Inspections Act 2006, as applicable;
- Education (Independent School Standards) Regulations 2014, including Part 3, paragraph 9;
- Children's Wellbeing and Schools Act 2026;
- School Attendance (Pupil Registration) (England) Regulations 2024; and
- **The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348), substantive provisions in force from 1 April 2026.**