



Blackpool
Aspire
Academy

ASPIRE ACADEMY BEHAVIOUR POLICY

2025 - 2026

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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

Principle	Student Behaviours	Staff Response
Be Ready	Wear correct uniform Bring equipment Arrive on time and focused	Reinforce routines Plan engaging lessons Set clear learning goals
Be Respectful	Use kind, appropriate language Listen actively Let others learn	Model respectful dialogue Use consistent language Apply fair consequences
Be Safe	Move calmly Avoid physical/verbal harm Report concerns	Ensure safe spaces Use trauma-informed strategies Prioritise de-escalation

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

The most effective behaviour management is when teachers have clear routines and use consistent language to reinforce expectations.

—DfE Behaviour in Schools, Feb 2024 (p. 13)

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 should understand that every action has a consequence, and these are applied fairly and consistently.”

—DfE Behaviour in Schools, Feb 2024 (p. 9)

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, polite, 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

At Aspire Academy, we believe in a predictable, consistent and trauma-informed approach to behaviour. Our core principles – Be Ready, Be Respectful, Be Safe – underpin every interaction and expectation. This structured system supports a scholarly culture, enables academic excellence, and nurtures responsible young people who understand that actions carry consequences. We recognise that the most effective behaviour management stems from staff establishing clear routines and consistently reinforcing expectations through shared language.

Behaviour Codes and Sanctions

A clear, step-by-step system ensures **transparency, fairness, and early intervention**. All behaviours are tracked via Class Charts and supported by the On-Call system. The following table outlines how conduct is categorised and addressed.

Code	Category	Action	On-Call	Consequence
C1	Careless Behaviour	Low-level disruption (e.g., chatting, calling out, not following instructions)	On-Call may check in and de-escalate	Verbal warning → If continued, logged as C1 (tracked, no detention)
C2	Disruptive Behaviour	Repeated disruption after C1	On-Call must attend	Final opportunity to remain in class. Logged as a C2 (tracked, no detention). Further disruption → escalated to C3
C3	Rude/Defiant Behaviour	Arguing, answering back, refusal to comply	Immediate On-Call removal	Pupil taken to Reflection or Impact. Logged. Lunchtime detention issued
C4	Offensive Behaviour	Inappropriate language/comments, ongoing defiance	Removed without warning	Impact room until 4:00pm + 1-hour after-school detention
C5	Dangerous/Serious Behaviour	Aggression, threats, targeted abuse, unsafe actions	C5 alert triggers priority On-Call response	Immediate isolation until 5:00pm. Further sanctions possible

Unstructured behaviour, including poor conduct during line-up, break, dinner, or corridor transitions, will result in consequences ranging from a lunchtime detention to an after-school detention, depending on severity. Students who receive two unstructured behaviour incidents in a week will automatically serve an after-school detention and lose three lunchtime privileges, as determined by a senior member of staff based on the seriousness of the offences. Any student who receives **-4 for low-level behaviour in one day** (for example: 4 × C1s, 2 × C2s, or 1 × C3 combined with C1s) will be **removed from all lessons until 4pm**.

“Effective schools use a simple, transparent behaviour system; pupils know exactly where they stand.”

DfE Behaviour in Schools, Feb 2024 (p.8)

Reaching **–6 behaviour points in a week (We encourage students to stay above the line)** triggers a **day in Impact (until 5pm)**. Continued non-compliance leads to:

- Detention until 5pm in Impact
- Parental meeting
- Behaviour intervention or alternative provision

Escalation of Behaviour Consequences – Stay Above the Line (-6)

Points Triggered	Consequence
-4 (from low-level consequences) in a day	Removal from all lessons till 4pm. C4 cases will be reviewed individually to decide whether the student is removed for the rest of the day or returns just for their one-hour detention
-6 in a week	Stay at school until 5 PM that day
-10 in a week	Parental meeting; removed from all lessons until parental meeting face to face takes place
-6 two weeks in a row	Stay 2 days until 5 PM
-6 three weeks in a row	Parental meeting with a staff member, stay 2 days until 5 PM, temporary placement at another school, and all unstructured time lost for one week upon return

Immediate Escalation: No Warnings

Some behaviours require **instant response** without C1/C2 progression:

- Targeted rudeness or verbal abuse (C3 or above)
- Discriminatory or offensive language (C4–C5)
- Physical aggression or threatening conduct (C5)
- Phone refusal or defiance (C3–C5 based on severity)

“Sanctions should be immediate and proportionate to the behaviour – particularly when safety, disruption, or abuse is involved.”

— DfE Behaviour in Schools, 2024

On-Call System: Proactive, Calm Support

Our On-Call team is vital to sustaining a calm, respectful school climate. They:

- **Patrol proactively** to support behaviour and learning
- **Intervene early** before issues escalate
- **Remove students** when needed for reflection or de-escalation
- Maintain **visible adult presence** across the building

“It is important that schools intervene early to address patterns of misbehaviour and provide support, not just sanctions.”

—DfE Behaviour in Schools, Feb 2024

Detentions: Clear, Escalating Consequences

Detentions may be issued for behaviour, lateness or failure to follow instructions. All are communicated to parents/carers. Non-attendance escalates as follows:

Missed	Next Step
Lunch Detention	After-school Detention (3:00–4:00pm)
After-school Detention	Extended Detention (3:00–5:00pm)
Repeated Non-compliance	Impact placement or alternative provision

“Detentions must be reasonable in length, on site, and communicated clearly to parents in advance.”

—DfE Behaviour in Schools, Feb 2024 (p.27)

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.

Behaviour Escalation Thresholds & Linked Report Levels

Trigger	Behaviour Type	Action	Escalation / Report Level
-6 points in one week	In-class disruption (C1–C5)	Full day in Impact Room + 1-hour detention (3–4pm)	Cream Report – monitored by Form Tutor
-10 points in one week	In-class disruption	Remain in Impact until parental meeting occurs	Green Report – monitored by Head of Year
2 x -Unstructured in one week	Corridor, break, bus, etc.	1-hour after-school detention (3–4pm) + loss of 3 lunches for the week	Tracked separately , but escalates if repeated

Trigger	Behaviour Type	Action	Escalation / Report Level
2+ failed Green Reports OR serious one-off incident	Any (esp. in-class)	Immediate escalation	Blue Report – monitored by SLT Link for year group
Return from suspension	Any	Student starts on Orange Report + completes a restorative workshop	Orange Report – monitored by Deputy Head
Failure to improve on Orange	Any	Escalate to Behaviour Contract + daily monitoring	Red Report – monitored by Headteacher (JWO)
Persistent failure on Red Report	Any	Consider internal isolation, suspension, managed move	Potential Permanent Exclusion

Expectations While on Report

- Reports are issued **for two weeks**.
- 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	Persistent breach / final warning before potential permanent exclusion.

“Use of report cards should be part of a broader pastoral support offer, not an isolated sanction.”—DfE Behaviour in Schools, Feb 2024 (p. 23)

Impact Room – A Place to Reset, Refocus, and Re-engage

At Aspire Academy, we are committed to our core values: **Be Ready. Be Respectful. Be Safe.**

The Impact Room provides a supportive environment for pupils who are not meeting these expectations. It offers a space away from mainstream lessons to reset behaviour, reflect on choices, and prepare to re-engage positively with their learning.

Purpose of the Impact Room

- To remove pupils from lessons when behaviour disrupts learning or compromises safety and respect.
- To offer a calm, structured space for reflection, encouraging pupils to take responsibility for their actions.
- To provide a purposeful reset before reintegration into mainstream lessons, ensuring pupils are ready to engage.

Internal Fixed Term Suspension (IFTS)

Placement in the Impact Room is classified as an **Internal Fixed Term Suspension (IFTS)**. This consequence is applied when:

- Pupils do not adhere to Impact Room expectations.
- Behaviour is significantly disruptive, unsafe, or disrespectful.
- Pupils require a more intensive behavioural reset before returning to lessons.

The Assistant Headteacher (AHT), Deputy Headteacher (DHT), or Headteacher determine the length of stay in Impact based on the severity and nature of the incident.

Internal Isolation and Additional Support

Some students may require additional support through Impact, including:

- Short-term withdrawal from specific lessons for respite and repair.
- Longer-term withdrawal following unsuccessful reintegration attempts.
- Isolation from other pupils as a consequence of misbehaviour, including withdrawal of break and lunchtime privileges.
- Containment for full days as a consequence of truancy or preventative measures.
- Support for reintegration from other schools (managed moves).
- Assistance with behaviour management aligned with other academies.

The focus in all cases is **refocus and redirection**, with the aim to create a busy, purposeful environment where learning and positive working habits develop.

Duration and Expectations

- A pupil will spend a total of **5 lessons** in Impact (including break and lunch) before returning to lessons. For example, a pupil placed in Impact during period 5 on Tuesday will also attend Impact periods 1-4 on Wednesday.

- Pupils must **arrive promptly by 8:40 am** and will be collected by a member of the Behaviour Team.
- Impact operates **Monday to Thursday from 8:35 am to 5:00 pm**, and **Friday until 4:30 pm**.
- The day is completed in **silence**; pupils must remain focused, follow instructions immediately, and engage fully with all tasks.
- Mobile phones and smart devices **must be handed in** upon arrival. Failure to comply may lead to further sanctions, including additional days in Impact.

Learning and Curriculum

- Pupils continue to complete work linked to their curriculum subjects using materials from:
 - Class teachers
 - Curriculum and PREP booklets
 - Google Classroom for missed lesson content
- This ensures pupils do not fall behind academically while reflecting on behaviour.
- Time in Impact is both an opportunity to **reflect, reset, and re-engage** and maintain academic progress.

What Happens in Impact?

- Pupils work in a quiet, structured environment.
- Silence and focus are mandatory.
- Reflection Culture sheets help pupils understand their behaviour and plan for improvement.
- Staff provide support to encourage responsibility and positive choices.

Daily Structure and Supervision

- The Impact Room is staffed by a dedicated Behaviour Team.
- Pupils remain in the Impact Room for the full duration of their placement.
- Break and lunch are supervised within the Impact setting, if required.

Returning to Lessons

- The goal is a positive return to class, ready to meet Aspire's expectations.
- Reintegration may include restorative conversations or check-ins.
- Duration and timing of Impact placements may be adjusted by senior staff depending on individual circumstances.

Restorative Education and Behavioural Support

For pupils with repeated Impact placements or serious conduct issues, additional steps include:

- Targeted workshops on key themes such as:
 - Inappropriate/offensive language
 - Racism
 - Homophobia
 - Respect and inclusion
- These workshops are **compulsory** and form part of Aspire's wider behaviour curriculum.
- Pupils learn to understand the impact of their actions and develop socially responsible attitudes.

- Behaviour is monitored with regular check-ins every three weeks for a full term to ensure progress.

At Aspire, we believe in **education over punishment**. The Impact Room supports pupils to reflect meaningfully and make better choices for their futures.

Ready Room – A Structured Space to Reset for Late Arrivals

The **Ready Room** offers a calm, structured learning environment for students who arrive significantly late to school (after 9:00 AM). It is designed to support pupils in resetting their behaviour and reinforcing our core values — **Be Ready, Be Respectful, Be Safe** — before they return to mainstream lessons.

Purpose of the Ready Room

- To support pupils arriving late to school by providing a space to refocus.
- To ensure students are prepared to engage positively in lessons after their late arrival.
- To maintain consistent expectations around punctuality and responsibility.

Student Timings & Consequences

Arrival Time	Consequence & Action
8:36 – 9:00 AM	Go to Form → Dinner Time Detention
9:00 – 9:30 AM	Ready Room → 1hr After-School Detention
9:30 – 9:55 AM	Ready Room → 1hr After-School Detention
9:55 – 11:00 AM	Ready Room (catch-up work) → 1hr After-School Detention
11:00 AM Onwards	Impact/D4 until 5:00 PM (Will not be permitted to go to lessons)

Non-engagement in Ready Room activities will result in removal to the Impact Room until 5:00 PM.

All pupils are expected to arrive at school no later than **8.35am**. If a pupil arrives between **8:36 am and 9am** they will enter via the **late gate** and have their name taken for a **lunchtime detention**. If pupils arrive **after 9am** they must enter through D Block into the **Ready Room** where they will remain for the rest of the session in order not to disturb lessons in the main building. Pupils arriving after 9am will receive a **1-hour detention that evening**. If a pupil is **late 2 times (between 8.36am and 9am)** within the space of 1 week, then a **1 hour after school detention** will be served on the **Friday** of that week. If a pupil is **late 2 times (after 9am)** within the space of 1 week, then a **2 hour after school detention** will be served on the **Friday** of that week. **Medical or authorised appointments will not incur sanctions but must be signed in via the Attendance Office.**

“Schools can issue same-day detentions to pupils for poor behaviour, including lateness.”
— Department for Education, *Behaviour in Schools Guidance*, 2022

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
	Awesome Awards	Acts of exceptional kindness	Staff & students
	Attendance Badges	100% each term = Bronze/Silver/Gold	Attendance Officer

Aspire Academy Behaviour Policy 2025–26 -In School

When?	What?	How?	Who?
	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

“Recognition of positive behaviour is key: schools should celebrate progress and good conduct publicly and privately.”—DfE Behaviour in Schools, Feb 2024 (p. 11)

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.

"A calm, safe, and structured environment allows all students to succeed." – DfE, 2024

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 m” before beginning activities.
- Follow instructions first time.
- Challenging or refusing instructions will result in immediate consequences.

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.

DfE Guidance:

"Schools can require pupils to complete tasks, including homework, after school as a disciplinary sanction. This is permitted as long as it is reasonable and in line with the school's published behaviour policy."

(Department for Education: Behaviour in Schools – Advice for Headteachers and School Staff, 2022)

At Aspire, this policy allows us to support pupils in catching up on missed learning while instilling discipline and academic responsibility.

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

At Aspire Academy, we believe that **being prepared is the foundation for success**. Every student is expected to arrive at school each day fully equipped and ready to engage in learning. This includes wearing the correct uniform with pride and bringing all necessary learning tools.

Being properly equipped every day is a visible sign that students are:

- **Ready** to learn without disruption
- **Respectful** of the school community
- **Responsible** for their own success and habits

Daily Essential Equipment List

Item	Purpose
Black handwriting pen (minimum x1)	Required for all written classwork and Prep
Pencil	For diagrams, sketches, or practical tasks
Rubber	To correct work neatly
Ruler (15cm or 30cm)	Required in maths, science, and other subjects
Highlighters (at least one)	For note-taking and revision
Golden Knowledge Organiser (daily)	Must be in every lesson, carried in school bag
Knowledge Organiser bag	For safely carrying organiser and Prep materials
Maths set / calculator (if required)	Required when timetabled
Spare pen or pencil (recommended)	To avoid disruption due to lost items

All students must carry **at least one black handwriting pen** at all times to demonstrate they are *Ready to Learn*.

Aspire's Class Charts Shop: Stay Equipped Every Day

At Aspire Academy, we recognise that equipment can sometimes be misplaced or forgotten. To support students in staying fully prepared for learning, we offer a Class Charts Shop every morning before school, located at line-up or in the pastoral hub. Here, students can use their achievement points to purchase basic school equipment such as black pens, pencils, rulers, rubbers, highlighters, and other essential items including replacements for Knowledge Organiser bags and exercise books. This system encourages students to take responsibility for their readiness and ensures no learning time is lost due to missing tools. All students are expected to check their equipment each evening and come to school equipped and ready to learn every day.

Expectations and Consequences

Issue	Action
Forgetting one essential item	Reminder and support via Form Tutor
Repeated failure to bring equipment	Behaviour sanction (C1/C2)
Refusal to bring required equipment	Escalated response (including C3, detention, or parental contact)

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.”

Uniform Expectations

Uniform at Aspire Academy is non-negotiable and reflects our values of **integrity, pride, and respect**. Wearing the correct uniform every day shows students are **Ready to learn, Respectful of expectations, and Safe** within a structured school environment.

All students must:

- Wear full Aspire uniform daily, including the correct PE kit on PE days only.
- Present themselves smartly and professionally at all times.
- Take personal responsibility for being in the correct uniform.

If a student breaches the uniform code:

- They may be issued temporary uniform.
- May be sent home to change (with parental permission).
- Will be placed in **Impact** until the uniform issue is resolved.
- Wearing PE kit on the wrong day or failure to bring kit results in a sanction and use of school PE kit.

“Uniform violations should be treated as a behaviour issue, and schools have the right to discipline pupils who do not comply with their uniform policy.” – Department for Education, 2022

Uniform is not optional — it sets the tone for learning and ensures fairness for all.

For further detail, see the Uniform Policy.

Internal Truancy: No Excuses for Missing Learning

At Aspire Academy, we have **zero tolerance for lesson truancy or lateness**. Every minute in the classroom matters.

Being on time and present is a key part of our Golden Culture and reflects our core values:

- **Be Ready** – arrive on time, equipped, and prepared to learn.
- **Be Respectful** – value your teacher’s time and your peers’ learning.
- **Be Safe** – stay in supervised, appropriate spaces at all times.

Internal Truancy Button – What It Means

- Used by teachers **if a pupil is not present at 4 minutes** of a lesson starting.
- Triggers **immediate on-call intervention** to locate the pupil and log the incident.

Sanction for Internal Truancy or Unjustified Lateness

- **A detention: 3:00–5:00pm in the Impact Room**
 - Reflection on punctuality and behaviour
 - Completion of missed learning
 - Re-setting expectations for future conduct

Key Reminders for All Pupils

- It is **your responsibility** to be on time and fully equipped.
- Loitering, hiding, or wandering between lessons is **not tolerated** and will be logged.
- Staff are present during all transitions to support punctuality.
- **Persistent internal truancy** leads to escalation: further sanctions and parental involvement.

“Pupils cannot learn if they are not in the classroom. High standards around punctuality and attendance are essential to maintaining a calm and orderly learning environment.”
— Department for Education, *Behaviour in Schools Guidance (2022)*

At Aspire, there is **no excuse** for lateness or internal truancy. Your time matters — and so does your education.

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”
- **Wear blazers at all times** during transitions
 - If students wish to remove blazers in lessons, they must ask permission
- **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:** A **C3 (Unstructured)** will be issued.

Escalation for Repeated Incidents

If a pupil receives **two (Unstructured)** behaviour points within the same week:

- A **detention** will be issued: **3:00–4:00pm that week**
- The pupil will **lose access to unstructured time** (breaks and lunches) for the **a week**
 - This will continue until an **SLT member** deems it safe for reintegration

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

“It is for individual schools to develop their own best practice for managing behaviour... to support them to improve and maintain high standards.”

— DfE, Behaviour in Schools, 2024

Toilet Policy – Compassion and High Expectations

At Aspire Academy, our toilet policy reflects a balance between **compassionate care** and **high expectations**. We recognise that some students may have medical needs requiring flexible access, but we also strive to protect valuable learning time and ensure all pupils develop responsibility and routine.

General Toilet Use – Non-Lesson Times

To avoid disruption to lessons, all students are expected to use the toilet:

- **Before school**
- **During break time**
- **During lunch time**

These are the primary windows for toilet access. Pupils should **plan ahead** to reduce interruptions to their learning and others'.

Lesson-Time Access – Only When Necessary

Leaving lessons to use the toilet is not permitted except in two specific circumstances:

- The pupil **holds a valid medical toilet pass**
- The pupil presents with a **genuine and immediate concern**

All lesson-time toilet exits (including pass holders) will be:

- **Logged on ClassCharts**
- **Visible to parents/guardians** via the parent app

Repeated lesson-time requests may prompt a **pastoral meeting**. This is not a sanction but a supportive step to identify and address any underlying medical, anxiety-related, or safeguarding concerns.

Permanent Toilet Passes

Aspire supports students with long-term medical conditions in line with DfE guidance.

- **Eligibility:** Pupils with a diagnosed, ongoing medical need
- **Evidence Required:** Valid medical evidence must be provided
- **How to Apply:** Submit evidence to **Mrs. Hill in the Attendance Office**
- **Expectations:** Pupils should still aim to use toilets during break/lunch unless absolutely necessary
- **Usage:** Pupils must show their permanent pass before leaving a lesson

Temporary Toilet Passes

Short-term passes are issued for temporary medical needs such as:

Aspire Academy Behaviour Policy 2025–26 -In School

- Menstrual discomfort (heavy periods)
- Urinary infections
- Short-term illness (e.g., upset stomach)
- **Issued By:** Mrs. Hill, Mrs. Rawson, or Miss Markham
- **Duration:** Clearly dated and valid for a short period
- **Use:** Must be shown to staff before leaving the lesson
- **Expiry:** Out-of-date passes will be removed

When Toilets Are Open

Time of Day	Access Guidance
Breakfast Club (8:20–8:35)	Limited access (designated floor only)
Between Form and P1	Limited access
Between P1 and P2	Permitted
Between P2 and Break	Permitted
Break Time (KS3)	Priority time for KS3 toilet use
Between Break and P3 (KS4)	Permitted
Between P3 and P4	Permitted
Break Time (KS4)	Priority time for KS4 (Years 10–11)
Between P4 and Lunch (KS3)	Permitted
Between P4 and Lit Canon (Years 8,9 and 10)	Permitted
Lunch	Open access for all pupils
Between Lunch and Lit Canon	Restricted for Year 7&11
Between Lit Canon and P5	Permitted for Year 7 & 11
After School	Open access

Students are permitted to use the toilet during the 5-minute transition period between lessons; however, they must ensure they return and are ready to learn within that same 5-minute timeframe.

“Schools should support pupils with medical conditions and reasonable adjustments should be made where necessary.”

— DfE, Supporting Pupils with Medical Conditions (2015)

At Aspire, our toilet policy is rooted in **care, clarity**, and a commitment to keeping students **in the classroom, learning and thriving**, while supporting those who need us most.

First Aid & Medical Support – Serious Needs Only

Aspire Academy provides responsive and compassionate medical care through a structured system designed to minimise disruption and ensure pupil safety. The **First Aid button on ClassCharts** must only be used in **genuine medical emergencies** or **significant health events**.

“Schools should develop clear systems for pupils to access pastoral and medical support, but these should not become a means to avoid academic engagement.”

— DfE, *Behaviour in Schools, 2024*

When to Use the First Aid Button

Use the **First Aid** button only in cases of **clear medical urgency**, including:

- Fainting or loss of consciousness
- Asthma attacks or difficulty breathing
- Seizures
- Severe migraines
- Vomiting or significant stomach pain
- Any visible signs of illness or injury that require immediate attention

What Does *Not* Count as First Aid?

The following issues **do not** justify use of the First Aid button and should be handled within the classroom:

- Requests for **tissues, water, or paracetamol**, as an example.
- Complaints such as “feeling tired” or “wanting to go home”
- Minor aches or non-urgent discomfort

Protocol and Staff Expectations

- The **teacher must remain in the classroom** to continue teaching—On-Call will respond to the medical request.
- **Only SLT can authorise** a pupil to go home due to illness.
- Pupils may only leave school **if a parent/carers is available to collect them**.

Misuse of Mobile Phones for Medical Reasons

Pupils **must not use their phone** to contact home when feeling unwell. If a pupil uses their mobile to text or call home without permission:

- Their **phone will be confiscated**
- They will receive a **1-hour after-school detention**

Correct procedure for students feeling unwell:

- Report to their **Head of Year, Caseworker**, or **SLT member** at unstructured times.
- Await guidance — SLT will decide on next steps

“Maintaining control of pupil communication and attendance during the school day is a key part of safeguarding and school discipline.”

— DfE, Keeping Children Safe in Education, 2023

Staff Guidance

- On-Call will prioritise emergencies and respond as quickly as possible.
- If there is a delay, teachers should maintain calm routines and continue teaching.
- Use professional discretion to manage the classroom while awaiting support.

Aspire’s approach ensures students receive appropriate medical care **without undermining learning time** or enabling **avoidance behaviours**. By keeping our procedures clear and consistent, we uphold both **safeguarding** and **high academic expectations**.

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
- Lollipops
- Energy drinks

These items will be confiscated and returned only to the pupil or their parent/carer at the end of the day. Failure to comply results in an immediate **C3 unstructured detention**.

Mobile Phones and Other Banned Items

- Mobile phones **must be switched off and kept out of sight** from the start of form time until after 3:00 pm or they have left the building if staying after school for a club or lesson.
- Phones are the pupil's responsibility; the school is not liable for loss or damage.
- Visible or used phones during school hours will be confiscated. Phones can be collected from the Attendance Office after school; repeated offences may require parental collection.
- Filming, recording, or photographing students or staff is strictly prohibited to protect privacy and safety; breach may lead to **permanent exclusion**.
- Other banned items include:
 - Cigarettes and electronic cigarettes (vapes) – confiscated immediately.
 - Smart watches – only traditional watches are permitted.

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

Mobile Phone Routines: “Out, Off & Away”

At Aspire we have a Mobile Phone routine to allow students to be ready to learn.

During Morning Line-up (or in Form when raining) students will be prompted to do the following steps:

Out: Take your phone out of your bag or pocket.

Off: Switch it completely off — no silent mode or airplane mode.

Away: Put it away in your bag — not in pockets.

Clarity around phone use

To maintain a focused and respectful learning environment, mobile phones should never be used to check the time or timetable.

"I was checking the time" is not an acceptable excuse; There are plenty of digital clocks visible throughout the building. Every classroom also has a clock.

It is the student’s responsibility to know their own timetable and be in the right place at the right time — ready to learn.

If a phone is seen out for any reason, it will be confiscated immediately.

The student will lose their dinner time that day.

Refusal to hand over a phone or any defiance will result in escalation to an after-school detention.

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 safe, respectful, and disruption-free learning environment. In line with national guidance, we retain the right to search, screen, and confiscate items where necessary to ensure the safety and wellbeing of all pupils and staff.

Legal Authority to Search

Under current Department for Education (DfE) legislation, authorised school staff can search a pupil **without consent** if they have **reasonable grounds** to suspect that the pupil possesses:

- **Knives or weapons**
- **Alcohol**
- **Illegal drugs** or associated paraphernalia
- **Stolen items**
- **Tobacco or vaping devices**
- **Fireworks**
- **Pornographic images**
- **Any item that could be used to commit an offence, cause injury, or damage property**
- A **mobile phone** that is turned on between **08:35 and 15:00** is considered a prohibited item and may be subject to search and confiscation.
- **Any banned item under the school's behaviour or uniform policy**
(see: Section 18 *Social Time*, Section 19 *After School Conduct*, and *Mobile Phone Expectations*)

Screening: Use of Metal Detector Wands

Aspire Academy uses **handheld metal detector wands** as part of our proactive safeguarding approach.

- **We are legally entitled to use screening tools** such as wands to detect prohibited items without specific suspicion.
- Pupils may be asked to undergo **routine screening on entry** to the building or during random checks.
- **Wand screening does not require consent**, and **refusal to comply** may result in being **denied entry** to school and/or **sanctioned** in line with our behaviour policy.

Legal Note:

The DfE's *Searching, Screening and Confiscation Guidance (2022)* confirms that schools have the legal power to screen any pupil for weapons or other prohibited items using metal detector wands — **with or without consent**.

Screening Without Suspicion

- Pupils may be screened (e.g., bag checks, metal detectors) **without specific suspicion** before entering school or certain events.
- Refusal to comply with a screening may result in **being denied entry** and **further sanctions**.

Requesting Consent

Where appropriate:

- Staff **will ask for consent** to search a pupil or their belongings.
- If consent is **refused**, a search may **still go ahead** if reasonable suspicion exists under the law.

Note: *Refusal to be searched — even when legal grounds are clear — will be treated as a serious behaviour concern and may result in removal from lessons, placement in the Impact Room, or a Fixed Term Suspension.*

If a Student Refuses a Search

If a student refuses a lawful search:

1. **Senior staff will intervene** to re-explain expectations and legal basis.
2. **Parents/carers will be contacted** and informed of the refusal.
3. **The pupil may be isolated immediately** (Impact Room) for non-compliance.
4. **Repeated or serious refusal** will result in a **Fixed Term Suspension** and could escalate to a **Managed Move or Permanent Exclusion** depending on the risk.

Who Conducts Searches

- Only **authorised senior staff** will carry out a search.
- A **second adult will always be present**.
- Wherever possible, the searcher will be of the **same sex** as the pupil.
- **Pupil privacy and dignity** will be respected at all times.

“Searches should be conducted sensitively, respecting pupils’ privacy and dignity.”
— *DfE Behaviour in Schools*, February 2024, p. 29

What Happens to Confiscated Items

- Any **illegal, harmful, or banned items** will be:
 - **Handed to the police**
 - Or **safely destroyed**
- The school is **not required to return confiscated items** to the pupil or their family.
- Items that breach the behaviour policy (e.g., vapes, phones used inappropriately, smartwatches) may be **retained for a fixed period** or returned only to a **parent/carer**.

Examples of School-Banned Items

(Also see: *Section 18 – Social Time*, and *Section 21 – Ready Room & Impact*)

- Fizzy drinks, energy drinks, lollipops and oversized snacks
- Mobile phones and smartwatches (when visible or used)
- Vapes, lighters, matches
- Clothing that violates uniform policy or carries offensive imagery

- Any item intended to cause disruption or intimidation

Why This Matters

Our searching, screening, and confiscation procedures are in place to:

- **Protect all members of the school community**
- **Prevent harm or disorder**
- **Uphold the values of Aspire Academy: Ready, Respectful, Safe**

Relevant Government Guidance

- *Searching, Screening and Confiscation: Advice for Schools* – DfE, 2022
- *Behaviour in Schools: Guidance for Headteachers and School Staff* – DfE, 2024
- *Keeping Children Safe in Education* – DfE, 2023

Suspensions, Off-Site Direction & Permanent Exclusion

At Aspire Academy, we are committed to creating a safe, respectful, and positive learning environment for all students. In cases of serious or repeated behaviour concerns, we follow a staged approach that includes support, intervention, and – where necessary – the use of **suspensions, off-site direction**, or in extreme cases, **permanent exclusion**.

Suspensions (Fixed-Term Exclusion)

A **suspension** means a pupil is temporarily removed from school for a set number of days due to serious breaches of the behaviour policy.

Legal Guidance:

“Headteachers should ensure suspensions and permanent exclusions are used only as a last resort, and that alternative, supportive measures are always considered first.”

— *DfE Suspension and Permanent Exclusion Guidance, September 2022*

Key Points:

- Used only when other behaviour strategies have not been successful, or the incident is serious (e.g., violence, abuse, repeated defiance).
- The **Headteacher** alone has the legal authority to issue a suspension.
- Parents/carers are informed in writing, including the reason and the return date.
- **All suspended pupils will attend a reintegration meeting** before returning to mainstream lessons.
- Until this meeting takes place, the pupil will be placed in the **Impact Room**.

Off-Site Direction

(This is not a suspension or exclusion.)

Sometimes, a pupil’s behaviour may indicate that they need **temporary education at another school or provision** to help them reset, access additional support, or remove them from a setting where they may pose a risk to themselves or others.

This is called **Off-Site Direction**, and it is a legal and planned step taken **to improve behaviour**.

Legal Basis:

- Schools have the power to direct a pupil off-site for education under **Section 29A of the Education Act 2002**.
- Governed by the **Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012**.

Government Guidance:

“Where a child’s continued presence in school presents a serious risk, off-site direction may be used for up to 15 days per term.”

— *DfE Suspension and Permanent Exclusion Guidance, 2024*

Why It May Be Used:

- To **break patterns of persistent disruption or defiance**.
- When the pupil requires **additional behaviour or wellbeing support** not available in school.
- When the school environment is **no longer appropriate for the pupil's safety or learning**.
- As a **final opportunity** before exclusion or more serious consequences.

What It Involves:

- Temporary placement at:
 - Another **mainstream school**
 - A **Pupil Referral Unit (PRU)**
 - An **Alternative Provision (AP) provider**
- The placement is **reviewed regularly** (typically every 15 school days).
- Pupils are expected to **follow the host school's rules**.
- Parents will:
 - Receive **written notification** in advance
 - Be informed of the **objectives** of the placement
 - Be involved in reviews of progress

Important: Off-site direction is not a punishment — it is a tool to help pupils access the right support and avoid permanent exclusion.

Permanent Exclusion

This is the **most serious disciplinary sanction** and is only used when:

- There is a **serious or ongoing breach** of the behaviour policy, and
- **Keeping the pupil in school would seriously harm the education or welfare** of other pupils or staff.

Government Guidance:

“Permanent exclusion should be used only where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others in the school.”

— *DfE Exclusion Guidance, 2012*

“Fairness and consistency are vital: exclusions must be lawful, reasonable and proportionate.”

— *DfE Behaviour in Schools Guidance, February 2024, p. 40*

Examples of Serious Breaches:

- Physical assault
- Drug or weapon possession
- Dangerous or abusive conduct
- Repeated serious disruption despite multiple interventions

After a Permanent Exclusion:

- Parents/carers have the right to **appeal to the governing board**.
- The school will work with the **Local Authority** to find suitable onward provision.

Summary of Sanctions Hierarchy

Level	Intervention Type	Purpose
1	In-school support (Impact, Ready Room)	Reset, reflection, short-term behaviour improvement
2	Suspension	Serious consequence for breach; reset via reintegration
3	Off-site Direction	Alternative setting for support, reset, or safety
4	Permanent Exclusion	Final step if the pupil cannot safely remain in school

After the School Day: Upholding Aspire’s Reputation

Students wearing Aspire Academy uniform represent the school at all times — including before and after the school day and in the wider community. This means that behaviour outside school that brings the academy into disrepute will be taken seriously and addressed accordingly.

If the school is informed of any disrespectful, inappropriate, or unsafe behaviour while a student is in uniform — such as vaping, misconduct on school transport (including Blackpool buses), or other actions damaging to the school’s reputation — the student will face sanctions in line with our behaviour policy. For example, students caught vaping outside school will receive a same-day 3–5 pm detention.

It must be made clear that any issues identified outside school, in the community, or brought into school which bring the academy into disrepute will result in a same-day Impact detention until 5 pm. The number of days or further sanctions applied will be at the discretion of a senior member of staff.

Legal and Guidance Context:

The Department for Education’s *Behaviour in Schools: Advice for headteachers and school staff* (2022) states:

“Schools have the power to discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity; or
- Travelling to or from school; or
- Wearing school uniform; or
- In some other way identifiable as a pupil at the school.”

*This includes behaviour outside school which:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the school.

Aspire Academy is committed to maintaining high standards of conduct both on and off school premises. We expect all pupils to behave in a way that reflects pride in themselves and their school community at all times.

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 & Vulnerable Students

At Aspire Academy, we are committed to ensuring all students—particularly those with **Special Educational Needs and Disabilities (SEND)**, **Social, Emotional and Mental Health (SEMH) needs**, or who are otherwise **vulnerable**—are supported to fully engage in learning and the life of the school.

We recognise that behaviour is often a form of communication, and we take a proactive and personalised approach when working with pupils whose behaviour may be affected by underlying needs, trauma, or disadvantage.

Our Approach:

- **Reasonable Adjustments:**
Behaviour systems are applied consistently but flexibly, with adjustments made where appropriate for pupils with SEND or vulnerabilities.
- **Behaviour & SEND Panel:**
Weekly multi-agency behaviour and SEND panels identify emerging concerns early. Interventions are tracked and reviewed. Staff, parents, and students contribute to this process.
- **Pastoral Casework & Support Plans:**
Each identified student may have a tailored support plan (e.g. Pastoral Support Plan, Behaviour Contract, Individual Risk Assessment) agreed in collaboration with parents/carers, SENDCo, and external professionals.
- **Restorative and Inclusive Practices:**
Emphasis is placed on relationship-building, restorative conversations, therapeutic interventions, and safe spaces such as the **Wellbeing Hub** or **Mentoring Rooms**.
- **Staff CPD:**
Staff receive training in trauma-informed practice, de-escalation techniques, and inclusive classroom management.

“Schools should anticipate and reduce triggers for challenging behaviour for pupils with additional needs.”

— **DfE Behaviour in Schools Guidance**, February 2024, p. 33

“Early intervention and regular communication with parents and professionals can prevent exclusions for children with SEND.”

— **SEND Code of Practice**, 2015

We work in close partnership with families, specialist services, and the Local Authority to review provision and adjust support as needed. Exclusion or sanctions are **never automatic** and are only considered after careful review of the pupil’s individual context.

Pupils with an EHCP (Education, Health and Care Plan) are only excluded in **exceptional circumstances**, and always in consultation with the Local Authority.

Safeguarding & E-Safety

Aspire Academy is a **safeguarding-first school**. Our behaviour policy is underpinned by the principle that **all students have a right to feel safe and be protected from harm—online and offline**. Where behaviour breaches pose a safeguarding concern, we follow statutory guidance and involve parents and external agencies as required.

Key Safeguarding-Related Behaviour Issues:

1. Sexual Harassment, Violence & Harmful Sexual Behaviour (HSB):

- We follow *Keeping Children Safe in Education (KCSIE)* and *DfE Sexual Violence and Sexual Harassment guidance*.
- All allegations are taken seriously and investigated thoroughly.
- Sanctions may include **internal isolation, suspension, exclusion**, and police involvement, depending on severity.

“Schools must create a culture where sexual harassment and online sexual abuse are not tolerated and are identified early.”

— KCSIE, 2023

2. Bullying, Hate, Discrimination:

- We adopt a **zero-tolerance approach** to bullying, including identity-based bullying (e.g., homophobia, racism, misogyny).
- Behaviour logs are monitored for patterns. Interventions include restorative justice, peer mentoring, or sanctions up to exclusion.

3. E-Safety & Online Conduct:

- Online activity that affects students or staff—whether it takes place during or outside school hours—will be addressed through the behaviour policy.
- Sanctions vary depending on the incident (e.g. inappropriate use of social media, cyberbullying, sexting, access to harmful content).
- Pupils may face **confiscation of devices, internal or external suspension, or police involvement** for serious breaches.

“Online incidents outside school may still be managed under the behaviour policy if there is a clear link to the school or network.”

— DfE *Behaviour in Schools*, February 2024, p. 47

4. Weapon or Drug Possession / Criminal Acts:

- These are dealt with as both **safeguarding** and **disciplinary issues**.
- We have a duty to inform the police if serious illegal items (e.g. knives, controlled substances) are found.

Safeguarding Protocols within Behaviour Management:

- **DSL-led Risk Assessments** may follow serious incidents to determine safe reintegration plans.
- **Early Help and Child Protection** referrals are made where a pupil's behaviour may indicate risk of harm or vulnerability.
- Pupils involved in safeguarding-related breaches may be supported through mentoring, external counselling, or specialist intervention.

Parent Partnership: Shared Responsibility for Success

At Aspire Academy, we believe that **educating a child is a shared responsibility** between the school, the student, and the family. By choosing to enrol your child at Aspire, you are actively committing to supporting the school's **rules, routines, values, and behaviour expectations**.

This partnership is not optional — it is a **fundamental agreement** between the school and the home.

“Parents should support the school in promoting good behaviour, maintaining discipline, and encouraging their child to meet the school's expectations.”

— DfE Behaviour in Schools Guidance, 2024

Why This Partnership Matters:

When parents and the school work together:

- Students receive **clear, consistent messages** about behaviour, learning, and respect.
- Children are more likely to succeed **academically, socially, and emotionally**.
- The school remains a **safe, orderly, and positive environment** for all students and staff.

By enrolling your child at Aspire, you agree to:

- **Support all policies and decisions**, including those on behaviour, attendance, uniform, and punctuality.
- **Attend meetings** if requested, including reintegration, behaviour, or support meetings.
- **Uphold consequences** and reinforce expectations at home.
- **Trust professional judgment** and follow communication pathways respectfully.
- **Celebrate your child's success** and work constructively if concerns arise.

We ask families to be **active partners**, not passive observers. Your words at home about school, teachers, and rules shape your child's attitude, motivation, and choices.

We understand parenting can be challenging, and we are here to **work with you, not against you**. Our team offers support, guidance, and intervention if your child is struggling — but this is only effective if families engage positively and consistently.

Our Promise to Parents

In return, Aspire Academy will:

- Communicate openly and respectfully with you.
- Keep you informed of your child's progress and any concerns.
- Offer early help, mentoring, or referrals where needed.
- Provide a safe, inclusive, and ambitious environment for your child to thrive.

“Strong school-home partnerships help pupils develop the habits and mindset needed for success — at school and in life.”

— Aspire Academy Leadership