

Aspirational Futures Multi Academy Trust



Behaviour Policy - Secondary Schools

Aspirational Futures Multi Academy Trust Wide Policy

September 2025

Document Control

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1.3	May 2024	S Mitchell	Inclusion of Legal Framework
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1.6	Dec 2024	S Mitchell	Review of policy

1.7	May 2025	S Mitchell	Updated sections 11 & 12.
1.8	Sept 2025	S Mitchell	Review of policy, updated section 17 regarding hairstyles.

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1. Foreword to policy

This policy has been written in conjunction with the guidance from the Department for Education (click [here](#)) and the Equality Act 2010. This policy should also be used in conjunction with the trust's SEND policy, available on the trust's website. The trust believes that all pupils should be aware of the standard of behaviour that is expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the schools built on trust and understanding, and that through the use of this policy we can support all our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave school with the key skills they need to continue to progress to the best of their ability in all areas of life. The trust will make reasonable adjustments for pupils with SEND and we will have due regard to the Equality Act 2010.

2. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following policies:

- Home-School Agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Mobile Phone Policy

3. Rights and responsibilities

All members of the trust community (governors, staff, pupils, parents/carers) have rights and responsibilities in ensuring an orderly climate for learning. Teachers and all persons acting on behalf of the trust have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction (Section 91 Education and Inspections Act 2006).

We believe it is the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment, thereby ensuring our environment promotes equality and fairness for all.

The Home-School Agreement for each school summarises the basic requirements and each school's expectations. The signing of the Home-School Agreement signifies commitment to and acceptance of the principles and details of this behaviour policy.

It is the responsibility of everyone in school to act pleasantly with courtesy and consideration to others in lessons, during break and lunch times and at all other times. This applies to the journey to and from school as well as on school premises and when representing the school in any way.

Sanctions (including suspension and exclusion) will be applied if pupils fail to adhere to the expectations of the policy.

4. Behaviour we expect

In order to provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive, we expect our pupils to:

- **Be ready to learn;** this means having the necessary equipment and wearing the correct uniform, being punctual to school and lessons, allowing teachers to teach you and other pupils by listening carefully and engaging well with your learning
- **Be respectful;** this means being polite, kind and decent to other people, using manners and appropriate language for a school, obeying school rules and following all instructions, treating the school environment well
- **Be safe;** this means ensuring that you do not bring intentional harm to others, treating others as you wish to be treated, making sure your actions or language do not result in hurting other people

We want all our pupils to know and understand the standards of behaviour expected of them. It is our trust's vision to educate our pupils so that they leave school as well-rounded, well-grounded young adults who will make a positive contribution to society. Good standards of behaviour are key to this aim.

We also want our pupils to:

- Understand and accept that bullying of any kind is not acceptable

- Understand and accept the protected characteristics in law, such as age, disability, race, religion or belief, sex, sexual orientation, gender reassignment
- Understand and accept that defiance cannot be tolerated, as this can lead to a disruptive school environment
- Understand and accept that we all make mistakes - it is about learning from those mistakes so that they don't happen again
- Understand and accept that every individual is responsible for their own behaviour and actions
- Understand and accept that a school must have rules and that everyone must follow them

Staff will encourage positive behaviour for learning by:

- being a positive role model to encourage respect and consideration for others and pride in their appearance;
- ensuring that pupils feel safe and respected and around the school site;
- encouraging high standards of behaviour around school and teaching and/or modelling this;
- following the Behaviour Policy consistently;
- following the behaviour management route, ensuring that pupils feel safe and respected;
- praising pupils appropriately and encouraging achievement through the rewards system;
- implementing behaviour support and interventions;
- approaching behavioural concerns with a trauma informed/relational response.

5. Unacceptable behaviour

In order to provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive, the following examples are behaviours which are unacceptable in our trust:

- being in possession of or supplying illegal drugs (see section 7)
- misuse of other substances (including but not limited to use of legal highs)
- being in possession of an offensive weapon and other items which could cause harm to others (see section 9)
- arson
- verbal abuse to staff and other adults
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- actions which cause harm to others
- any form of bullying
- indecent behaviour
- damage to property
- smoking, including vaping/use or possession of e-cigarettes
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault

- defamatory comments on social media about members of staff (such as on TikTok) and the school community
- continued defiance regarding the wearing of school uniform

6. What we want pupils to do

- Attend school punctually every day and work to the best of your ability.
- Ask for help with school work if you're struggling.
- Keep your appearance smart and tidy, and wear your school uniform at all times to and from school.
- Be proud of our fully inclusive school community, such as avoiding the use of rude, derogatory, racist, homophobic, transphobic or defamatory language and challenging their peers if it is used and informing staff.
- Be considerate of your peers and the extended community. Promote a calm and orderly school environment by walking through hallways and corridors, speaking calmly and appropriately during lessons or when in public places and following any one-way system the school may have.
- Be polite and respectful at all times to everyone you encounter. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy by ensuring litter bins are used and school property is respected and cared for.
- Respect health and safety equipment which is for use in emergency situations only and report any damages to staff as soon as possible.
- Help to keep our school community safe by ensuring you don't bring to school or are in possession of prohibited items.
- Ensure chewing gum is not brought into school.
- Keep themselves and others safe by ensuring inappropriate or illegal material, such as racist or pornographic content, is not accessed.
- Follow your own school's Mobile Phone policy.
- Report any instances of gambling, profiteering and the selling of items without staff consent which you may become aware of.
- As the trust operates a cashless, online system for payment of school lunches and trips, there is no need to bring cash into school (except for charity donations such as Red Nose day).

7. Rewards

The trust's ethos of encouragement is central to the promotion of desirable behaviour in our schools. Rewards are an integral means of achieving this. They have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Rewards may include:

- Praise, both formal and informal, which has a key part to play in our reward systems and pupils are routinely praised in class and in more formal occasions such as weekly, top tracker and end of term assemblies.
- Positive points for a whole range of positive outcomes and behaviours, whether it be in learning, standards of attendance and punctuality or in showing thought/care for others.
- Positive phone calls/emails home are routinely made to acknowledge positive effort, commitment and contribution.
- Termly reward trips for pupils with positive attendance, behaviour and effort.
- Inter-House competitions and events.
- Postcards, emails and letters home to acknowledge and congratulate success.
- Celebrating pupil successes through positive local press coverage and social media.
- Opportunities to become part of the pupil leadership team.

8. Sanctions

Sanctions will be proportionate and directly linked to the negative behaviour; they will range depending on the severity and regularity of the offence and reasonable adjustments will be made for pupils with SEND.

Pupils will receive an explanation as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. This may need to be explicitly taught to the pupil concerned. Where appropriate, prior to any sanction being issued all solution focused strategies and behaviour support will have been actioned.

Sanctions are broadly scaled so that low-level issues receive lighter-touch sanctions but the more serious situations become, more severe sanctions will be applied. The following list of sanctions is not exhaustive nor is the list in full priority order:

- verbal warning and/or reprimand.
- time-out of lesson, removal from the lesson.
- detention (break, lunch time or after school).
- work in the school's inclusion areas.
- parents/carers informed or invited in to discuss.
- appropriate monitoring put in place through a report system, such as pupils being placed on report for monitoring of behaviour with subject leads, form tutors, pastoral staff or with the school's Senior Leadership Team.
- work with external agencies - CANW and CFWS.
- loss of break and lunchtime breaks.
- loss of privileges e.g. removal from the IT network for a fixed period or permanently if used inappropriately.
- after-school detentions. Where possible we will give 24 hours' notice, but there is no legal obligation to do so and in some instances we would expect them to be served immediately. We aim to work in partnership with home, but parental/carers consent is not required in

order for detentions to be served. If detentions are missed for no good reason the time period will be increased.

- community service (e.g. littering will be addressed by the pupil litter picking).
- pupils being located in other classes/year groups for a temporary period .
- pupils paying for repairs if causing deliberate damage.
- confiscation of inappropriate items (e.g. make-up, jewellery, mobile phones, cigarettes and e-cigarettes etc.) where the pupil is using this in contravention of the school rules.

Confiscated items will be kept secure and either returned to the pupil or parent/carer at the school's discretion or disposed of.

- possible police involvement for serious issues of physical harm, threat, theft or damage, drug abuse issues.
- suspension.
- restorative approaches (including meetings and reparations).
- off-site direction to a pupil referral unit.
- permanent exclusion from school.

Wherever possible, the purpose of sanctions is to teach correct behaviours and modify/omit inappropriate behaviours. Where appropriate, the school adopts a restorative approach to addressing misdemeanours and infringements of school expectations.

Inclusion: this means a pupil will be removed from lessons for a period of time and supervised in another part of the school with a loss of social time. Pastoral support and restorative approaches will be provided. The time in inclusion will include a period of reflection.

Suspension: this means a pupil will not be allowed in school for a fixed period and will be given work to do at home. A pupil on a suspension may not be in a public area during school hours. If this legal requirement is breached parents may be fined. Pupils can be given suspensions for up to 45 days in any one academic year. When this happens, pupils will be permanently excluded and placed in an alternative education setting. For suspensions longer than 5 days, an alternative education establishment will be sought from the 6th day and attendance is compulsory. Following a suspension the school will hold a reintegration meeting with the pupil and their parents/carers in order to discuss methods to modify the behavioural issue and prevent repeated incidents.

Permanent exclusion: this means a pupil will no longer be able to attend their school and therefore they will be allocated education provision by the Local Authority. As per the guidance from the Department for Education, a decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All exclusions and suspensions are recorded on a child's educational record.

9. Drugs

The trust has a zero-tolerance approach to illegal drugs and drug paraphernalia. Pupils will be permanently excluded if they use, supply or are in possession of illegal substances on or off school premises. Drug-related incidents outside of school which could bring the school into disrepute may also lead to permanent exclusion and will be reported to the police.

Prescription drugs: Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion and will be referred to the police.

Non-prescription drugs: Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school.

Medication: We are aware that it may be necessary for some pupils to take medication during the school day. Parents/carers should make the school aware of this in writing as soon as their child starts taking the medication. All medication should be kept in the school office for safe-keeping.

10. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity on the school site or during a school trip or visit may be permanently excluded.

11. Prohibited items & offensive weapons

Prohibited items are (this is not an exhaustive list):

- offensive weapons (see below).
- alcohol.
- illegal drugs.
- "legal highs".
- stolen items.
- tobacco, cigarettes, cigarette papers, vapes. Any smoking related item confiscated at school will be destroyed.
- fireworks, bangers or anything considered to be an explosive.
- pornographic images. Child pornography will be handed to the police
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the pupil).

Offensive Weapons

Section 7.1 of the Offensive Weapons Act 2019 lists the legal definition of articles classed as offensive weapons. There is no reason to possess any article in school which could be used as a potential weapon and cause harm. In order to ensure our school communities are safe, any pupil who is in possession of such items will be permanently excluded. School will also report the incident to the

police. In addition to items listed in section 7.1 of the Offensive Weapons Act 2019, the following items are also prohibited (this is not an exhaustive list and school is the final arbiter):

- bladed articles; these are any knife, knife blade, razor blade, axe, or other article with a blade or sharp point and which is made or adapted to use for causing injury to another person.
- bladed products (this is a new term introduced in the Offensive Weapons Act 2019 and is intended to cover a subset of bladed articles and it means an article with a blade that is capable of causing a serious injury to a person which involves cutting that person's skin).
- corrosives; section 5.3 of the Offensive Weapons Act 2019 permits the police (if they receive a report from school, a parent or pupil) to search school premises and individuals on the basis that they have reasonable grounds that an offence has been or will be committed.
- knuckle dusters.
- truncheon.
- death stars.
- toy or replica guns.
- any other item which could be used as a potential weapon.

Offensive weapons will be handed to the police. Otherwise it is for the school to decide if and when to return an item, or whether to dispose of it.

12. Searching, screening and confiscation

Click [here](#) for the national guidance from the Department for Education which we adhere to. We reserve the right to confiscate, retain or dispose of items in the possession of pupils that are illegal or banned by the trust. Staff will not be held liable for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

The headteacher and authorised staff (such as members of the Senior Leadership Team, Houseleaders and the SENCO) can search a pupil or their possessions for any item with or without pupil consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If required, the police may be called to help with the search, and if the pupil does not give permission for the search or makes a search impossible due to their behaviour, then this may result in a permanent exclusion due to the school's inability to guarantee the health and safety of everyone in the school.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

13. Power to use reasonable force

Members of staff have the power to use reasonable force as is reasonable in the circumstances to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school, whether during a teaching session or otherwise.

The headteacher and authorised school staff (such as members of the Senior Leadership Team, Houseleaders and the SENCO) may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items. The trust does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff in the trust have the authority to use force when reasonable, and this extends to any other person to whom the headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises - i.e. on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents/carers concerned. Such serious incidents involving the use of force will also be recorded by the school.

14. Regulating pupils off-site conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to pupils who break school conduct rules during work experience, school trips, placements at other educational establishments, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

15. Malicious allegations

If there is sufficient evidence to disprove an allegation against a member of staff or pupil and there has been a deliberate act to deceive or cause harm to the person subject to the allegation, then an appropriate sanction will be applied from the range listed in section 6. A referral to Children's Social Care may also be appropriate to understand if there is a safeguarding reason why the false allegation was made.

16. Training

The Board of Trustees will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

17. Hairstyles, jewellery and make-up expectations

- Please see your school's website for full details of the uniform policy and footwear guidance. School uniform and appropriate footwear should be worn by all pupils. Pupils who do not comply with the uniform policy will receive appropriate sanctions. Pupils who willingly

continue to breach uniform rules will be placed in inclusion/isolation areas until the issue is rectified. A meeting with the school's Governors and parents/carers may also be established to address the issue.

- False eye lashes and fake-tan are not part of any school's uniform policy.
- Unnatural hair colouring (such as green, pink, blue) is not allowed, nor are extreme hairstyles (no shaved heads, tramlines etc.). Long hair must be tied back in practical lessons. The school is the final arbiter of what is permitted.
- Braids are acceptable but must be one natural colour.
- Hair bands: if worn, these must be for practical reasons only (not as a fashion accessory) and must be neutral (ideally black) without any logos.
- Large decorative hair accessories including bows are not permitted.
- Jewellery must not be worn apart from a watch. No piercings are permitted.
- Make-up is not allowed apart from year 11 where discrete make-up is permitted (school will be the final arbiter regarding this where there is disagreement).
- Nail varnish and any form of false nails are not permitted.