



# Behaviour Policy

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# Behaviour Policy

## GLOSSARY

CEO	Chief Executive Officer
LGB	Local Governing Body
MAT	Aspire Multi-Academy Trust

## 1. Aims and expectations

- 1.1. It is a key aim of all Aspire academies that every member of the Aspire 'family' feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2. In any effective behaviour policy, the primary aim must be to promote good relationships, so that children, staff and parents can work together with the common purpose of helping everyone to enjoy and achieve. This policy encourages everyone to work together in an effective and considerate way.
- 1.3. Aspire expects everyone to behave in a considerate way towards others. Aspire academies subscribe to the 'Take care' ethos, which encompasses "taking care of ourselves and taking care of others." Academy staff communicate high expectations with regard to this ethos being adhered to. Specific rules to support polite, considerate, orderly and 'on-task' behaviour will be explained to the children. Good behaviour will be defined carefully by example, as well as through assemblies, PSHE and other classroom discussions. Children will be helped to understand that compassion, kindness, respect, politeness and truthfulness are qualities to which they should aspire.
- 1.4. We aim to treat all children fairly and will apply this policy in a consistent way.
- 1.5. This policy aims to help children to grow in a safe and secure environment, and to be positive, responsible and increasingly independent.
- 1.6. Aspire academies reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff updated February 2024](#)
- [Searching, screening and confiscation: advice for schools 2022 \(updated July 2023\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); school's duty to safeguard and promote the welfare of children, the requirement for school to have a written behaviour policy, and the requirement for schools to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

### **3. Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways, which are detailed in the academy-specific appendix to this policy. We are fully aware of the power of positive feedback and encouragement.

When necessary, Aspire academies employ sanctions to enforce the school rules and to ensure a safe and positive learning environment. Whilst Aspire academies are free to develop their own systems which are detailed in the appendix, certain key principles are common to all Aspire academies, as outlined below.

### **4. Dealing with unacceptable behaviour**

- 4.1. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is: 'Your behaviour is your responsibility.'
- 4.2. To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies.
- 4.3. Aspire academies do not subscribe to the approach to behaviour management that repeatedly ignores unacceptable behaviour; instead, we take the view that ignoring such behaviour simply reinforces it ... and we ignore nothing.
- 4.4. When dealing with unacceptable behaviour, even at the most serious level, Aspire staff are determined to keep relationships intact and are encouraged to adopt the following script: "I am so disappointed because I care about you so much."
- 4.5. If a child's behaviour shows no improvement after all other appropriate options have been used, then a child will be suspended for a fixed term. A child may also receive a fixed term suspension if the incident, in the opinion of the Headteacher, is serious enough for the child to be immediately suspended without prior strategies being employed. Examples of this might include highly disruptive behaviour, defiance, physical violence to a member of staff or pupil or vandalism to school property. The ultimate sanction is to permanently exclude a child and Aspire academies will take this action if necessary.

## 5. Recording and monitoring behaviour

5.1. Incidents of unacceptable behaviour are recorded according to academy-specific systems. These records can be used to inform other colleagues, parents/carers and other relevant professionals of a child's behaviour when necessary. Anonymised behaviour statistics will be collated at Trust level to provide trustees with a clear overview of behaviour across our academies.

## 6. Anti-bullying statement

6.1. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be defined as a single or, more commonly, a repeated offence intended to provoke fear in the victim.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Refer to individual academy websites for their individual anti-bullying strategy.

6.2. Aspire academies do not tolerate bullying of any kind, including cyber-bullying, prejudice-based and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. When allegations of bullying come to the attention of any staff member, these are referred to the

Headteacher. Our aim is to respond to all such allegations/disclosures before the end of that school day, contacting the parents of all children involved as appropriate. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our academies free from fear.

- 6.3. Following thorough investigations, a child proven to be responsible for bullying will be placed 'on report' and a Pastoral Support Plan will be drawn up. In extreme cases, a child may be immediately suspended or excluded from school.

## **7. Physical restraint and searching**

- 7.1. All members of staff are aware of the regulations regarding the use of force in the management of pupil behaviour. Staff in our academies do not hit, push, slap or in any sense physically intimidate children. Staff only intervene physically if it is absolutely necessary, and all interventions are carefully recorded and reported to the parents of the children concerned.
- 7.2. The actions that we take are in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:
- committing a criminal offence
  - injuring themselves or others
  - damaging property
  - acting in a way that is counter to maintaining good order and discipline at the school.
- 7.3. The legislation also allows Headteachers to extend this authority beyond teachers to other members of staff. In Aspire academies, we believe it is necessary for teaching assistants and lunchtime supervisors to also have this authority.

Under common law, academy staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in his/her possession [weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images], a pupil can be searched – in the presence of another member of staff and with only outer clothing being removed – without the pupil's consent. For less serious suspicions – food, mobile phones, toys, offensive notes – we will not normally conduct a personal search but reserve the right to do so if necessary. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

- 7.4 To mitigate the risks of distraction, disruption, bullying and abuse, pupils are not allowed to have mobile phones with them on-site. There will be exceptions to the rules for medical or personal reasons.

Each academy has a specified area where phones should be stored during the school day if they have to be brought to school, parental permission will need to be provided and the school accepts no liability in case of loss or damage

## **8. The role of parents and carers**

- 8.1. Whilst we expect parents to manage their child's behaviour outside of school hours, we will exercise our right to discipline pupils for unacceptable behaviour on the journeys to and from school.
- 8.2. We expect parents to support their child's learning and to co-operate with the academy. We try to build a supportive dialogue between the home and the academy, and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare

or behaviour. Equally, parents are strongly encouraged to initiate contact with the academy if they have information or concerns that need to be brought to our attention.

- 8.3. If the academy has to use reasonable sanctions to punish a child, parents should support the actions of the academy. Whilst we fully appreciate that no parent wants to hear that their child has misbehaved, staff and governors hope that parents will fully support any disciplinary action our staff take to improve the behaviour of individual children and the learning climate in our academies.
- 8.2. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If the concern still remains unresolved, the Headteacher will advise the parents of the complaints process.
- 8.3. In addition, where possible, parents and carers should:
  - Get to know the school's behaviour policy and reinforce it at home where appropriate
  - Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

## **9. The role of the Aspire Board, academy Governors, the Headteacher and staff**

- 9.1. Whilst the Board of Aspire has introduced this Trust-wide policy, the governing body of each academy has the responsibility of approving the academy's approach to discipline and behaviour, and of reviewing its effectiveness. The governors will support the Headteacher, as necessary, in implementing this policy.
- 9.2. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.
- 9.3. Only the Headteacher [or the acting Headteacher] has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term suspension into a permanent exclusion if the circumstances warrant this.
- 9.4. If the Headteacher excludes or suspends a pupil, parents are immediately informed, giving the reasons. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- 9.5. The Headteacher informs Aspire's CEO, the Local Authority and the LGB about all suspensions and exclusions, whether fixed term or permanent.
- 9.6. The LGB has a Discipline Committee which is made up of between three and five members. This committee considers any appeals on behalf of the governors.
- 9.7. When an appeals panel meets to consider an exclusion or suspension, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- 9.8. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher will comply with this ruling.
- 9.9. It is the responsibility of the LGB to monitor the rate of fixed term suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The CEO of Aspire will monitor exclusions and suspensions across the Trust.
- 9.10. Aspire's Board will review this policy on a 3-yearly cycle. Academy LGBs will do the same with the academy-specific appendix.

9.11. Staff are responsible for: Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the behavioural needs of particular pupils
- Recording behaviour incidents promptly
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

## **10. The scope and extent of the academy's responsibility and authority**

10.1. Aspire academies accept responsibility for the conduct of pupils as follows:

- a) on the school site during school hours and during before/after school activities;
- b) on all school trips;
- c) on the journey to and from school.

10.2. Within the established legal framework, our academies will take any necessary and appropriate disciplinary measures to ensure good conduct during those times. Aspire academies will not accept responsibility for pupils' behaviour before they leave for school in the morning or after they have returned home in the afternoon; neither will we accept responsibility for the conduct of pupils at weekends.

10.3. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is: wearing school uniform or in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to the Aspire child protection and safeguarding policy for more information

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection policy and complaints policy for more information on responding to allegations of abuse against staff or other pupils.

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## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

Aspire recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Liaising with parents and carers over possible and potential triggers.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

This does not mean a child with a recognised need will be exempt from action. The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

This does not mean a child with a recognised need will be exempt from action

## **Training**

Staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Correct reporting and monitoring arrangements via CPOMS

Behaviour management will also form part of continuing professional development.

## **APPENDIX: A suggested approach to sanctions**

Our 3 **separate but complementary systems** for recording and addressing incidents of unacceptable behaviour will be as follows:

### **1. Classroom ‘indirect’ misbehaviour** [e.g. calling out, arguing, low level disruption]

Each classroom will have a ‘traffic light’ system for visibly reminding the children about their behaviour during the day. When a child behaves unacceptably, the class teacher moves the child’s name down from green [where all names start each morning] to yellow, then from yellow to orange and finally from orange to red.

#### **Sanctions**

- Yellow – loss of 2 minutes at playtime
- Orange – loss of 5 minutes at playtime
- Red – removal to partner class, completion of ‘What I Should Have Done’ sheet + letter home.
- After 3 ‘red letters’ in an academic year, a parental conference will be called.

### **2. Direct misbehaviour**

[e.g., swearing, racist insults, fighting, vandalising, bullying, repeated breaches of the school rules, sexual violence or sexual assault (intentional sexual touching without consent) sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

and bringing to school any article a staff member 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)

Serious misbehaviour, whether at playtime or during lesson time, is dealt with by completion of an Investigation Form and referral to the appropriate Key Stage leader [in very serious cases, direct referral to Headteacher]. A letter will be sent home. In some cases, [e.g. bullying] parents of all parties will be telephoned that day. In the event of a racist incident, we are required to complete a separate form for submission to the Commission for Racial Equality. Names of pupils involved are deleted.

After 3 such letters in an academic year, a parental conference will be called.

### **3. Playground misbehaviour**

Playground misbehaviour, whether indirect or direct, is dealt with by a separate system, specifically to minimise disruption to lessons.

Lunchtime supervisors + senior staff on duty during morning/afternoon playtimes carry notebooks, in which they record unacceptable behaviour. The Headteacher, Deputy Head or Assistant Head will follow-up any recorded incidents by interviewing the children concerned and writing all significant incidents into the main playground behaviour book. Normally, after 3 entries in this book or 1 particularly serious entry, a letter is sent home explaining that the child’s behaviour will be

monitored for the next 5 school days – i.e. they will be placed ‘on report’ for playtimes and lunchtimes. After 3 letters home, a parental conference will then be called.

### **Next Steps’ following a parental conference**

The purpose of any parental conference is to agree a ‘way forward’ for a child to improve his/her behaviour. The meeting will usually involve parent(s), Key Stage leader and/or Headteacher and class teacher. The child may be invited to participate in part of the meeting. Discussions will usually result in the Key Stage leader and class teacher drafting a pastoral support plan [PSP] explaining what measures will be taken at school to help the child meet specified behaviour targets. The PSP may involve the child being placed ‘on report’ for a period of days/weeks – a process by which children are held accountable for each session of the school day, being awarded grades for their behaviour. The PSP will be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support (possibly including assessment/input by outside agencies) and disciplinary action.

N.B. When a parental conference is held to discuss lunchtime misbehaviour, the child will usually be required to attend a social inclusion group for a defined number of lunchtimes. This will involve being withdrawn from the playground and working with a member of staff to address their behavioural difficulties.