



# BEHAVIOUR POLICY

September 2023

Responsibility	Head Teacher
Date of next review by	10 <sup>th</sup> September 2024

Signed:

Chair of Governors

Date: 29.09.2023

Signed:

Head Teacher

Date: 29.09.2023

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## 1. GENERAL STATEMENT OF PRINCIPLES

Good behaviour is the responsibility of the whole school community and is underpinned by good relationships. We understand that trusting, supportive and meaningful relationships takes time to build and so we endeavour to achieve this through a relentless and dedicated team-effort. It is recognised that some young people's emotional and developmental age is significantly lower than their chronological age, due to Adverse Childhood Experiences and Special Educational Needs. Therefore, staff use best practice to support young people to take responsibility for their behaviour and choices at a level which is appropriate for them.

Staff have the responsibility to consistently reward and acknowledge positive behaviour and use strategies to try to modify or improve inappropriate or unwanted behaviour. Through their role as Emotionally Available Adults (EAAs), staff will attune to young people's emotional needs and apply a non-confrontational approach and adopt a long game of expectation, applying challenge with consequences if behaviour expectations are not met. Phrases such as 'relentless reasonableness' and 'unconditional positive regard' apply to the approach in discussions with young people, thereby encouraging the pupils to 'do the right thing' and to 'make positive choices' to situations and the learning environment. Consequences may be earned back "It would be a shame if this consequence happened because you did not manage your behaviour expectation appropriately." By applying the language of choice, pupils are equipped with the knowledge required to make a positive decision connected to their behaviour. "There is a consequence for this behaviour, but if you complete x, y and z then the consequence can be removed."

The emphasis always, will be on building and promoting self-esteem through PRAISE and PREVENTION through early intervention but this will always be supported with appropriate consequences. It is recognised that the young people arrive at school already in a heightened state of pre-crisis and de-escalation is prevalent.

We focus on what ought to be done rather than what was done with a focus on putting relationships right and rebuilding trust.

By empowering pupils to take responsibility for their own actions we can help them to acknowledge that the choices they make have consequences, the better the choice, the more positive the consequence.

Through their trusting relationships with staff, pupils are encouraged to develop self-belief and to think positively about themselves. We achieve this through the promotion of EMOTIONAL LITERACY.

Pupils come to understand that what they think, affects how they feel which affects how they behave. By 'catching thoughts' and then changing them we can feel differently and we can then begin to behave differently. By acknowledging we are in control of our own thoughts we can help pupils take control of their own actions.

Using the language of choice consistently encourages self-reflection and self-control.

We can encourage this through REFLECTION. Pupils and staff will reflect on actions by acknowledging:

- This is what I did
- This is the expectation I ignored
- This is what I ought to have done

Our approach attempts to be RESTORATIVE rather than retributive and staff have the responsibility to empathise with the young person rather than blame or shame. Situations and behaviours will be

talked through in readmission meetings following suspensions alongside those with parental responsibility and other appropriate stakeholders/professionals.

We will use affective statements and effective questions when dealing with low level disruptions and use impromptu meetings as necessary, with formal conferences used where a more serious behavioural issue has arisen.

Regular staff training is constantly being accessed and developed to ensure wider strategies are available and we explore other choices and share good practice.

## **2. AIMS OF THE BEHAVIOUR POLICY**

This Policy should be read and operate in conjunction with the documents listed in section 11, with specific reference to sexism and sexual harassment, including Child on Child abuses outlined in the Safeguarding and Child Protection Policy and the Child on Child abuse policy and online safety policy and Anti-bullying policy.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

As set out in Part One of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

As set out in Part One of KCSIE 2023, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections of child sexual exploitation and coercive and controlling behaviour at paragraph 32 of KCSIE 2023). But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Along with providing support to children who are victims of sexual violence or sexual harassment, the school or college, as set out in paragraph 87 of this guidance, needs to provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school staff are supported and protected as appropriate.

We aim to provide a positive, safe and nurturing environment built on the principle of Maslow's Hierarchy of Need and the neuroscience underpinning current research on childhood trauma, as advocated by Trauma Informed Schools UK (TISUK). This will ensure that basic needs are met in order to progress through a sense of belonging, to self-esteem and self-confidence with the ultimate aim that our pupils achieve self-actualisation and are able to unlock their own potential.

It is our aim to either try to facilitate a positive return to a mainstream environment (including post 16) where this achieves the best outcome for the pupil or create a stable academic, vocational and emotional environment for development here at The Aspire Academy. We will develop individual social and cultural capital in an atmosphere of mutual respect, irrespective of age, gender designation, creed, race or ability.

This will be achieved through:

- Individualised programmes of study combining appropriate levels of academic rigour with development of vocational, employability, social and emotional skills.
- Promoting the best communication skills.
- Consistent routines and rituals which provide structure and confidence on a daily basis.
- Celebrating success whenever possible; 'catching young people being good'.
- Positive three-way home-school-commissioning school liaison.
- Open honest relationships built on trust, respect and regular communication.

Those with parental responsibility will be informed of the behaviour policy and individualised programmes of study with agreements drawn up based on clarity of expectation:

### **3. ROLES AND RESPONSIBILITIES**

- Work together in a mutually respectful environment.
- Being emotionally available to pupils and modelling empathy and compassion.

To ensure positive behaviour and attendance, staff will:

- Be resilient by drawing on support from staff teams and debriefing appropriately.
- Be reflective and try to be an emotionally available adult.
- Be consistent in their behaviour management of pupils including the consistent approach to awarding of points in teaching episodes.

### **4. CODE OF CONDUCT (ASPIRE EXPECTATIONS)**

- Work together in a mutually respectful environment
- Attend school every day.
- Attend all timetabled sessions including individual support interventions and appointments with visiting professionals.
- Attend all assemblies and follow assembly behaviour expectations; silence, no hoods up, no phones, no feet on chairs etc.
- Take part in 6 weekly ( regular) commissioning school reviews.
- Show respect to others including all pupils, all staff and all visitors in school.
- Show respect and a positive welcome to all new pupils to the school.
- Allow teachers to teach.
- Allow the best chance of learning well by behaving positively in lessons; no phone, no swearing.
- Allow others to learn in the classroom, especially by listening well.

- Follow the correct timetable and show respect to other learners by not entering other classrooms nor allowing other pupils who should not be present into classrooms and spaces.
- Move respectfully around school, following guidelines currently in place connected to Living with respiratory illnesses.
- Treat the building and all school property with respect, including off-site areas such as Physical Education settings and Wellbeing session settings and resources.
- Accept sanctions when given and engage in restorative practices, including circle time and meetings.
- Be mindful of being an Aspire pupil when travelling to and from school or outside of school and refrain from behaving in a way which may bring the school into disrepute. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or the way from home.

## **5. REWARDING SUCCESS**

Pupils earn house points throughout the day in lessons. There are 5 points available for attainment within a lesson and 5 points for behaviour. Certificates will be awarded for the highest achieving pupils in each key stage and overall on a weekly basis. The house points will be communicated back to commissioning schools on a fortnightly basis also alongside weekly comments. All points earned contribute to the house competition encouraging belonging and teamwork.

Other rewards:

- Verbal feedback to those with parental responsibility and commissioning schools.
- Successes shared on school Twitter account and Facebook and on MIS Arbor that align to the ethos of the school.
- Positive comments included in feedback in books.
- Work displayed on notice boards.
- Weekly certificates of achievement.
- Special mentions in celebration assemblies.
- Annual prize giving and celebration.

## **6. PUPIL SUPPORT**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have 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 parents/carers, the referring school and external agencies and plan support programmes for that child. We will work with parents and the referring school to create the plan and review it on a regular basis following guidelines set out in the SEND Code of Practice, dated January 2015 and The Aspire Academy's Special Educational Needs and Disability Policy, December 2022.

Where a pupil raises a concern about behaviour, we will initially manage the incident internally and escalate to external services i.e. Police, Early Help, Children's Social Services as necessary. There are safeguarding posters and a safeguarding mobile number for pupils, including a worry box and email address.

Support will be available where behaviour or attendance becomes a difficulty:

- 1:1 mentoring sessions with appropriate adult.
- 1:1 outreach sessions.
- Therapeutic intervention to support emotional need i.e. Outdoor Adventure Therapy, Longlands.
- Emotional literacy support i.e. managing feeling sessions.
- Referral to SENDCo and assistant SENDCo.
- 1:1 support and focused actions with the learning support member of staff or Teaching Assistant.
- Reflection and reviewing techniques.
- Restorative practices.
- Mediation where relationships have broken down or are at risk of breaking down
- Internal support during break-time and/or lunchtime.
- Personal Support Plans which are agreed (with home school and parents or carers or external professionals) and reviewed regularly with the intention of always looking to increasing time back to a full time basis.

## **7. CONSEQUENCES WILL BE APPLIED CONSISTENTLY AND APPROPRIATELY**

1. Check pupils' understanding of why there is a problem; can the problem be solved by getting the people involved together amicably in a restorative way
2. Use restorative questions.
3. Discuss alternative choices if the situation were to arise again (Action Behaviour Consequence framework).
4. Discuss, agree and apply the appropriate consequence/sanction.

Consequences may include:

1. Loss of points as discussed in the lesson
2. Repetition of task set in own time.
3. Repetition of task set in detention.
4. Withdrawal from next session.
5. Level meeting process.
6. Phone call home; phone call/e-mail to home school, social worker (SW), Youth Offending Service (YOS) worker, Family Support worker, Virtual school
7. Report card/positive comments card to tutor or head of year or Deputy Head as appropriate;
8. Internal Isolation.
9. A short term PSP- Always with the intention to increase the number of hours back in school.
10. A timetable that may include limited contact with peers- Twilight sessions.
11. A referral for schooling on the Outreach Programme.
12. Parental meeting with agreed action points.

13. Parental meeting with home school representative and key stakeholders (SW, FSW YOS worker etc.) with agreed action points.
14. Suspensions held internally or at home school or at home.
15. Financial reparation for intentional/reckless damage to school property and resources, including those accessed by the school to support the curriculum off site.
16. Discussion with visiting PCSO.
17. Internal suspension/isolation with a member of staff.

## **8. SUSPENSIONS, INCLUDING INTERNAL SUSPENSIONS AND ISOLATION.**

Suspensions are given in line with government guidance “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England July 2022”, and in response to very serious incidents of undesirable behaviour or repeated undesirable behaviour. The suspension is an outward and visible sign that such behaviour is absolutely rejected by the Aspire Academy and allows time for reflection and discussion at home, before returning to normal education. Other responses may be applied alongside the suspension (see guidance on length of suspensions), including recommendations from the ‘Interventions Catalogue or Mental Health and Well Being database’ ( More details found in the Child Protection Policy and school website).’ Actions in the ‘Interventions Catalogue or Mental Health and Well Being database’ include, but are not limited to:

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| • CAMHS Referral                    | • School nurse or sexual health nurse |
| • Mentoring                         | • Multi-Agency Disruption Team        |
| • 1 to 1 Well Being Sessions        | • PSP’s                               |
| • Restorative Conference            | • TAF                                 |
| • Educational Psychologist Referral | • PCSO meeting                        |
| • Swanswell or Cranstoun            | • Young Carers Referral               |
| • Kooth,                            | • Outdoor Adventure Therapy           |
| • Lottie                            | • Longlands                           |
| • Get safe Team                     | • Aspire Plus                         |
| • Climb                             |                                       |

After each suspension, a re-integration/readmission meeting will be held with the pupil, parent/carers and any other relevant members of staff or professionals to ensure the pupil and parents/carers understand the expectations of the academy. Until this meeting has taken place, the pupil will not be allowed through to the main academy area. Where suspension is used as a sanction, appropriate intervention will be considered in order to support the positive improvement in behaviour of the pupil concerned.

### **ENDING A PLACEMENT**

The academy regards ending a pupil placement, as opposed to permanent exclusion, due to the fact that the significant majority of pupils are dual registered with their commissioning school. This is seen as a sanction of last resort. The ending of a pupil’s placement will normally be considered for persistent breaches of academy discipline, resulting in multiple suspensions and in conjunction with commissioning schools. In such a case, the Chair or Vice Chair of Governors will be informed and may agree to meet with the pupil and family to offer one last opportunity prior to a referral back to commissioning school. The decision to end a placement may also be made by mutual agreement in favour of alternative provision more suited to the pupil. Where a pupil is previously permanently



excluded and the placement has broken down, we will liaise with Worcester Children First Vulnerable Learners Team, and not permanently exclude a pupil for an additional time. This will allow for the pupil to be redirected to another Alternative Provision within the county.

## **INTERNAL SUSPENSIONS/Relocations**

These will be applied on a time limited basis for a lesson or pair of lessons or a morning or afternoon session located in an office with a senior member of staff or in a different classroom (Sometimes pupils may be relocated with or without other pupils present) Work will be provided to be completed in those sessions. These may be applied to avoid a suspension and in most cases pupils will be given a chance to complete the internal suspension early, if all expectations have been met well.

## **EXAMPLES OF MISDEMEANOURS LIKELY TO BE REGARDED AS VERY SERIOUS**

These would include, but are not necessarily limited to, physical aggression, possession of illegal substances or offensive weapons, bullying or sexual/racial harassment, use of extremely obscene or defiant language, bringing dangerous (including inflammable or explosive) materials on the site, vandalism, misdemeanours which continue in a defiant manner despite warnings and support such as vaping and/or smoking, repeated disruptive or defiant behaviour, foul language or calculated idleness, bringing the academy into disrepute and malicious/spurious allegations against staff. Failure to hand in mobile phones that cause disruption to learning will instigate a one day suspension on the first occasion. A two day suspension on the second occasion with a third occasion causing an end of placement and referral back to the commissioning school.

## **LEGAL CONTEXT**

The Aspire Academy and our Governors will work within terms of statutory guidance and procedures including, if appropriate, guidance on SEN for pupils with Emotional and Behavioural Disorders (EBD).

## **PURPOSES OF SUSPENSIONS**

- To make a clearly understood statement that certain behaviour is not to be tolerated within the academy.
- To present pupils and parents/carers with their responsibilities in terms of responding to serious disciplinary issues.
- To protect the educational and social wellbeing and/or safety of other pupils.
- To protect the wellbeing and/or safety of staff.

## **SITUATIONS WHEN SUSPENSIONS MAY BE DEEMED TO BE AN APPROPRIATE RESPONSE ( NOT AN EXHAUSTIVE LIST)**

- Internal suspension/relocation/isolation has not been effective or has been avoided or instituted a change of behaviour
- Serious breaches of discipline, possibly involving violence;
- Criminal behaviour;
- The use of extremely obscene language towards other children or adults;
- Health and safety risks to self and other pupils' well-being and safety;
- Possession of illegal substances;
- Extreme defiance or insolence;

- Making malicious allegations against staff;
- Bringing the academy into disrepute;
- Less severe, but nonetheless serious matters of discipline, when earlier warnings have not been heeded e.g. smoking or vaping after repeated warnings, repeated disruption by mobile phones in lessons ( see later), inappropriate use of mobile phones, vaping in school, failing to adhere to examination requirements);
- Consistent poor behaviour in lessons leading to disruption of the learning of other pupils.

Prior to suspension, consideration may also be based on a pattern of undesirable behaviour.

### **THE LENGTH OF THE SUSPENSION**

- On the first occasion a pupil receives a fixed-term exclusion, the time served will be dependent on the misdemeanour.
- On the second occasion a pupil receives a fixed-term exclusion, the time served may be longer and, after several occasions, a pupil may be classed as a recidivist pupil and placed onto a Personal Support Plan.

### **PERSONAL SUPPORT PLANS (REDUCING A PUPIL TIMETABLE)**

Pupils who have several suspension or who persistently defy the behavioural expectations of the school could be classed as recidivist pupils and put onto a PSP. This would be after a range of interventions and strategies. The local authority, parents/carers and commissioning schools will receive written notification. These will be implemented on a time limited basis for review with the aim of returning to a full timetable at the most appropriate opportunity.

The pupil will have a warning meeting with the Senior staff and/or Heads of Year and their tutor to discuss their behaviour record and the implications of continued poor behaviour choices. Any serious breach of the behaviour expectations will result in a Half Day or 1 day suspension or higher depending on the severity of the actions and the repeated nature of actions. Further incidents will result in an appearance before a Governor or a panel of Governors. If a pupil still does not meet behaviour expectations, they will then be placed on a Revised Personal Support Plan in which the pupil's times for attending will be altered. This, in effect, will be a final warning and, should the pupil's behaviour continue to cause concern, there is the likelihood that a recommendation to terminate the placement will follow.

### **MONITORING SUSPENSIONS**

Suspensions are monitored, including suspension numbers over time and reported regularly to governors. Suspension data is reported in the school Self-Evaluation document.

### **PUBLIC EXAMINATIONS DURING A SUSPENSION PERIOD**

The Aspire Academy will make arrangements for pupils on suspension to sit any public examination that falls within the suspension period. However, the examination may be supervised in isolation or held at another examination centre, for example: at another local school or the commissioning school.

### **WHERE A CHILD SHOULD BE, DURING SUSPENSIONS**

Parents/carers have a duty to ensure that, when their child is suspended, he/she is not present in a public place during academy hours, unless there is reasonable justification for this. It will be for parents/carers to show reasonable justification. If a child is allowed to go to a public place, parents/carers may receive a penalty notice from the LA. They must also ensure that their child does

not come to the Aspire Academy during the period of suspension, especially to meet friends, at the end of the academy day.

The attendance officer will make safe and well calls daily where parents or carers do not proactively communicate that to the academy.

### **SEARCHING AND CONFISCATION OF INAPPROPRIATE ITEMS**

The Aspire Academy adheres to Government guidance in this matter. "Searching, Screening and Confiscation Advice for schools July 2022"

The academy reserves the right to search pupils for items that are banned by the academy rules. In addition, academy staff can search bags. If a pupil refuses to be searched then permission will be sought from parents or in extreme cases, the Police will be contacted. Some pupils may be searched on a daily basis to ensure that electronic devices or weapons or drugs paraphernalia are not brought in when there is a concern, as part of safeguarding protocols.

The academy can search pupils without consent for knives, weapons, alcohol, illegal drugs and stolen items. A search can be undertaken if the academy has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Items found will be retained by academy staff and may be handed to the Police where necessary.

During a search, pupils will not be instructed to remove garments that are not outer garments. For clarity, outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves, coats and other additional jumpers, sports jackets and sweat shirts.

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a pupil's property, where reasonable to do so.

Academies are not required to inform parents before a search takes place or to seek consent to search their child.

CCTV is in operation throughout The Aspire Academy premises, internally and externally and this may be referred to in order to clarify events and manage the school. Young people will not see the CCTV.

Support will be available where behaviour or attendance becomes a difficulty, through the interventions catalogue and mental health and well being database.

- 1:1 mentoring sessions with an appropriate emotionally available adult;
- Therapeutic intervention to support emotional need, e.g. access to therapeutic support;
- Emotional literacy support i.e. managing feelings sessions;
- Referral to SENDCo;
- Lottie
- 1:1 support with focussed actions with the learning support member of staff.
- Reflection and reviewing techniques;
- Restorative practices;
- Mediation where relationships have broken down or are at risk of breaking down.

Referral to further therapeutic support will be by negotiation with the Head Teacher, SENDCO, DSL and DDSL's, commissioning school, virtual school and in some cases SS and those with parental responsibility. (See interventions catalogue.)

Support will be available where behaviour or attendance becomes a difficulty:

- 1:1 mentoring sessions with appropriate adult.
- Therapeutic intervention to support emotional need, e.g. access to therapeutic support.
- Emotional literacy support i.e. managing feelings sessions.
- Referral to SENDCo and/or, calling of an Emergency Annual review.
- 1:1 support with focussed actions with the learning support member of staff.
- Reflection and reviewing techniques.
- Restorative practices.
- Mediation where relationships have broken down or are at risk of breaking down.

Referral to further therapeutic support will be by negotiation with the Head Teacher, SENDCO, DSL, home school and those with parental responsibility.

To ensure positive behaviour and attendance, staff will:

- Meet and greet each pupil at the door for every lesson.
- Be prepared for each session.
- Use appropriate teaching techniques.
- Be consistent in challenging behaviour.
- Respond to individual learning needs by differentiating appropriately.
- Be resilient and build positive relationships.
- Be consistently firm but fair, and treat each case individually and appropriately for that individual.
- Listen carefully to pupils.

## **9. RESPECT FOR SELF and OTHERS, and all PROPERTY and BELONGINGS**

Pupils will:

- Try to complete all tasks set and to the best of their ability.
- Support other pupils when in crisis by allowing staff to deal with situations and ignoring negative behaviour.
- Respond positively to all staff, all visitors and to all other pupils, including new ones to the school.
- Speak and dress appropriately.
- Report concerns or issues to a member of staff before they escalate.
- Listen to and acknowledge staff and other pupils.
- Keep themselves safe and respect the health and safety rules on site.

Those with parental responsibility will:

- Support the schools aims and this Behaviour Policy.
- Communicate appropriately with staff and in a timely fashion.
- Notify the Aspire Academy of any concerns or issues that may affect their child in school or attending school.
- Support their child by attending all reviews, meetings, readmission meetings and open events at the school, including all parent/carers teacher consultations.

## **10. USE OF REASONABLE FORCE**

The Aspire Academy staff will adhere to the Government guidelines on the use of reasonable force, which can be viewed on the DfE website. All physical interventions are recorded in the bound and numbered book and scrutinised by the Governor responsible for safeguarding and reported to

Governors immediately and through the Impact reports generated by the Designated Safeguarding Lead.

Examples of, but not limited to, when Reasonable Force might be utilised at the Aspire Academy, are when two pupils are fighting and need separating. When a pupil is causing significant disruption and refuses to leave a space or a room when instructed to do so. When a pupil is causing significant disruption and or disorder to the good running of the school and needs to be brought under control. When a pupil is causing damage to property or themselves. In all cases, if circumstances allow, then all reasonable efforts to de-escalate first and find alternatives in a relentlessly reasonable way according to the ethos of the school. In all cases any use of reasonable force will be for the minimum amount of time required ie removed from a class and immediately released.

## **11.ANTI-BULLYING STATEMENT**

The Aspire Academy will not accept any form of bullying or intimidation. We define bullying as 'Behaviour by an individual or group, where there is an imbalance of power, repeated over time, that intentionally harms another individual or group either physically or emotionally, either in school or out.' A separate Anti-bullying Policy gives more detail regarding our response to allegations of bullying (see section 13)

## **12. GUIDANCE FOR DRESS, including hats, caps, and bags.**

Pupils must wear suitable and appropriate clothing to meet the demands of their school activities. There should be no offensive logos printed on clothing worn to school. If PPE is required for activities such as boots and overalls in Motor Vehicle Mechanics, then these **MUST** be worn. Other examples include, but are not limited to; goggles in science or an apron in food and cookery or construction.

Pupils should be encouraged to wear appropriate footwear for sporting activities. Boys should not walk around school "topless" after activities such as kickboxing, even in very hot weather.

Shorts may be worn but should not be shorter than mid-thigh. Shoulders and midriffs should be covered at all times. If a "strappy" top is worn under a zipped up sweatshirt or zipped hoody, then no part of a pupil's chest or stomach should be on show. Where pupils flaunt these rules, sweatshirts will be provided or jogging bottoms. Repeated failure to comply may escalate consequences.

There is an expectation that pupils will **NOT** wear caps/hats or have hoods up ( including coats with hoods) in classrooms or assemblies. Pupils repeatedly failing to comply with this request will be expected to hand in hats and hoodies upon arrival to school. The same set of sanctions will apply as for mobile phones for those individuals following notification to pupil and parents.

Pupils must **NOT** carry bags around school. These should be handed in with mobile phones upon arrival at school.

An ideal set of clothing for school, would be dark jogging bottoms or leggings, socks, sports shoes, a plain T-shirt, plain sweatshirt or one with a simple logo.

## **13. LINKED GUIDANCE AND LINKED POLICIES** (Available on the school website here [www.theaspireacademy.org.uk](http://www.theaspireacademy.org.uk) )

- The Aspire Academy's Anti-Bullying Policy, dated September 2023
- Relationship Policy, dated July 2023

- Appendix 1: Behaviour Policy Living with respiratory illness.
- The Aspire Academy's Safeguarding Children policy (including Child Protection) dated September 2023
- Child on Child Abuse policy September 2023
- Online safety policy dated September 2023
- Government Guidance of the 'Use of Reasonable Force in Schools dated 2013  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Equality Act 2010,  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Special Educational Needs Code of practice, January 2015 updated from April 2014  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Aspire Academy's Special Educational Needs and Disability policy, dated December 2021
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2022  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)
- Searching, Screening and Confiscation Advice for schools July 2022  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **APPENDIX 1: LIVING WITH RESPIRATORY ILLNESSES**

### **Vaccination**

We encourage all pupils to undergo vaccination against Covid 19 and other respiratory illness.

### **Testing**

There is no longer a need for pupils and staff to undergo twice weekly testing with Lateral Flow devices and to report the results to school and the NHS. Test kits are still available from school.

### **Social Distancing**

Pupils must try and demonstrate and adhere to respectful social distancing at all times.

Behaviour labels have been included on Arbor (MIS) for recording Social Distancing breaches, either accidental or deliberate, with pupils or with staff/members of the public. The new behaviour labels are:

- Ignoring Social Distancing with pupils and
- Ignoring Social Distancing at staff/towards staff

These can be applied when it is believed that pupils may have some symptoms of a cold or Covid 19 and are present in school.

### **Face Coverings and Masks**

These are optional and can be worn by pupils if they wish in communal areas.

## Transport Agreement

Waiting for transport at pick up points and dispersal at drop off:

Pupils should be respectful of social distancing from one another whilst waiting for transport in such a way as not to cause alarm for members of the public and staff, making sure any paths are kept accessible and clear.

At drop-off points pupils must disperse quickly and not move in a large group, considering the impressions created for the wider public as well as maintaining a respectful social distance.

Pupils should try and role model the best behaviour at all times to assure staff and members of the public.

The following new behaviour labels have been added on Arbor (MIS) for recording breaches in relation to pupil behaviour on school transport;

- Moving from allocated seats

## Arrival at school

Pupils should enter school by way of the pupil entrance only, adhering to a respectful social distance at all times and avoiding contact with the gates and door handles if possible. Pupils can wash hands on arrival and utilise hand sanitiser.

There is no waiting on the stairs or landings at any time.

Pupils must be in class.

## In Class

Pupils are only allowed into the class under the direction of the teacher. Hand sanitiser is available.

## Spurious Claims of Infection and Threats to Infect

Any pupil who thinks they may have symptoms of Covid 19 should NOT be in school and a PCR test should be taken to confirm. Any LFT positive tests and other communications must be made to the school at the earliest convenient moment. **The Head Teacher can refuse attendance to school for pupils with COVID 19.**

Parents and carers have been asked to only send in their children to school if there are clearly NO signs of infection. Any 'joking' or spurious claims of infection will be treated seriously and pupils will not be allowed to travel to school on school transport. If a pupil refuses to leave the transport, and if all attempts to negotiate an exit fail, then the Police will be called.

If a pupil becomes ill on the transport or on their way to school, they must inform a member of staff immediately and the isolation protocol will be put into place and a test offered. If a pupil has to be allowed access to the school site with severe illness, then they should go to the identified space at that time following discussion with the Head Teacher.

## Bullying

If pupils use social distancing to bully or intimidate other pupils or staff, then they will be fixed term excluded. Actions such as deliberately trying to touch other people or coughing into people or without making robust attempts to cover their mouths will be treated seriously. The Public Health slogan 'catch it, bin, it' continues to be shared with pupils.

Anyone labelling another pupil with unpleasant names because they had been showing symptoms will be provided with a sanction.

Staff should listen carefully to dialogue to pick up on any slang words labelling pupils.

Any pupils using social media to target pupils about symptoms or name calling will be sanctioned where the school comes to learn of it.

### **Abuse of Online (Remote) Learning**

Any pupil abusing the online learning platforms will be provided with sanctions. Aspire utilises SAM learning (mainly for Year 11) and has established Microsoft Teams as a means to deliver teaching and materials to provide access to learning for pupils.

This links to the Online teaching/guidance(s) available for pupils and parents/carers has been shared on the school website.