Hope SENTAMU LEARNING TRUST

BEHAVIOUR POLICY

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES
WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A
LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

Document Management	
Date Policy Approved:	December 2022
Date of Next Review:	December 2023
Version:	3.1
Approving Body:	Distinctiveness and Personal Development Committee

Contents

Policy Updates

Date	Policy Updates
November 2022	'Guidance on **sexual violence** and sexual **harassment** between children in schools and colleges'.'This publication was withdrawn on 1 September **2022**, therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	Ash Guidance for Schools - Vaping (2022)
November 2022	Searching, screening and confiscation guidelines
November 2022	Structured appendix A for localised use

This policy has been approved by:			
Signed		**Date**	
	Chief Executive Officer		
Signed		**Date**	
	Chair of Committee		

Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive and acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal Framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2022) 'Behaviour and Discipline in School'
- DfE (2022) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.

1.2. This policy operates in conjunction with the following policies:

Trust policies

- Safeguarding and Child Protection Policy
- Student Mental Health and Wellbeing Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Complaints Policy and Procedure
- Positive Handling Policy
- Child-on Child Abuse Policy

1.3 For **faith based schools**, we incorporate the Church of England guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- Church of England Archbishops' Council Education Division and The National Society A Diocesan Board of Education for the Future (Archbishops' Council Education Division, July 2013), p. 3.
- The Church of England Education Office Statutory Inspection of Anglican and Methodist

Schools Evaluation Schedule (The National Society, September 2022).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).
- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017).

2. Definitions

2.1. Low level unacceptable behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour.

2.2. Serious unacceptable behaviour

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. Serious misbehaviour includes, but is not limited to:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
    - Sexual comments
    - Sexual jokes or taunting

- Physical behaviour like 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

- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.

- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

- Repeated breaches of the Behaviour Policy

- Vandalism

- Theft

- Fighting and aggression

- Truancy and running away from school

- Refusing to comply with disciplinary sanctions

- Smoking and vaping

- Racist, sexist, homophobic or discriminatory behaviour

- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

- Verbal abuse, including swearing, racist remarks and threatening language

- Possession of any prohibited or banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - 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)

3. Roles and Responsibilities

3.1. The Trust Board have overall responsibility for:

- Reviewing and approving Trust wide behaviour policy and procedures, in conjunction with the Chief Executive Officer.

- Monitoring the policy's effectiveness in local settings via the Local Governing Committee.

- Supporting the promotion of a whole-Trust culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.2. The Local Governing Committee (LGC) have overall responsibility for:

- Reviewing and approving the local, school/academy specific behaviour systems and procedures, in conjunction with the Headteacher/Principal.

- Monitoring the policy's effectiveness, holding the Headteacher/Principal to account for its implementation.

- Supporting the promotion of a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.3. The Headteacher/Principal is responsible for:

- Monitoring and implementation of this policy and of the behaviour procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.

- Establishing the standard of behaviour expected by pupils within the school/academy.

- The day-to-day implementation of this policy.

- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.

- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.4. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.

- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

3.5. The SENCo is responsible for:

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.

- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

3.6. Teaching staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

- Aiming to teach all pupils the full curriculum, whatever their prior attainment

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

3.7. All staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently

- Promoting a supportive and high-quality learning environment

- Modelling high levels of behaviour

- Being aware of the signs of behavioural difficulties

- Setting high expectations for every pupil

- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

3.8. Parents/carers are responsible for:

- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.

- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.

- Discussing any behavioural concerns with a member of staff.

3.9. Pupils/Students are responsible for:

- Their own behaviour both inside and outside the school/academy.

- Reporting any unacceptable behaviour to a member of staff.

- Behaving in an orderly and self-controlled way.

- Showing respect to all members of staff and each other.

- Treat the school/academy buildings and school property with respect.

- Wearing the correct uniform.

- Accepting sanctions when given.

- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside school.

4. Behaviour Management

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school.

4.1. Promoting good behaviour

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with pupils, built on respect.

- Pupils' achievements are recognised within, but also beyond the classroom environment.

- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

4.2. Rewards

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

Please see Appendix A, item 4.2 for localised school based rewards system.

4.3. Sanctions

Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation,

retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements.

Detentions

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.

- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.

- There is no requirement for notice to be given to parents/carers.

Please see Appendix A, item 4.3 for localised school based Sanctions.

5. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.

- Display the pupil code of conduct within the classroom.

- Develop a positive relationship with pupils, which may include:

    - Greeting pupils in the morning/at the start of lessons

    - Establishing clear routines

    - Communicating expectations of behaviour in ways other than verbally

    - Highlighting and promoting positive behaviour

    - Concluding the day positively and starting the next day afresh

    - Each lesson is a fresh start

    - Having a plan for dealing with low-level disruption

    - Using positive reinforcement.

Please see Appendix A, item 5.1 for localised school based procedures.

6. Pupil Support

6.1. The Trust 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 pupil.

6.2. The school's/academy's special educational needs co-ordinator will 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.

Please see Appendix A, item 6.2 for detail on additional school based support for pupils.

7. Safeguarding

7.1. The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools/academies will follow their Safeguarding and Child Protection policies and procedures.

8. Sexual Abuse and Discrimination

8.1. The Trust prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

8.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence is 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.

8.3. The response to any incidents of sexual abuse and/or discrimination will be:

● Proportionate

● Considered

● Supportive

● Decided on a case-by-case basis

8.4. The schools within the Trust have 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 see Appendix A, item 8.4 for details on additional school procedures.

9. Smoking and Controlled Substances, including Vaping

9.1.   In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free and vape free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke or vape on school/academy grounds. Pupils are not permitted to bring smoking materials, vaping materials, or nicotine products into the school/academy.

9.2.   The Trust has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the local Behaviour Policy/Procedures and Child Protection and Safeguarding Policy.

10. Prohibited Items, Searching Pupils and Confiscation

10.1.   Headteachers/Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This must be undertaken by two members of staff who have been trained and at least one colleague must be of the same gender as the pupil to be searched. Best practice is for both colleagues to be of the same gender as the pupil being searched. The prohibited items are:

> The model list below was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers and vaping equipment
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

10.2.   Pupils may refuse to participate due to some of the following reasons

- They are in possession of a prohibited item;
- They do not understand the instruction;
- They are unaware of what a search may involve; or
- They have had a previous distressing experience of being searched.

10.3.   Schools must keep records of the search, including the reason for the search, who conducted the search and the outcome. 📄 How to Searches Guidance

10.4. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied."

10.5. Schools must analyse the data generated by this record keeping and identify if "searching is falling disproportionately on any group or groups [and] should consider whether any actions should be taken to prevent this".

10.6. **Strip Searches**

The police must undertake this role:-
When police are called into the school if this is required, this doesn't change their level of responsibility to the pupil. *"While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times''. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item."*

The role of an appropriate adult:-
"Appropriate adult" describes the role of the person who is designated to provide support to people under 18 who are being detained or voluntarily interviewed by police. Except for in "cases of urgency where there is risk of serious harm to the pupil or others", a strip search must be undertaken with "at least two appropriate adults present other than the pupil, of the same gender. The guidance also includes the recommendation that if the pupil's parent/carer wishes to be the appropriate adult then "the school should facilitate this where possible". School staff can take the role of appropriate adult: "Examples of an appropriate adult include, but are not limited to, the parent/carer, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation."

11. Behaviour Off School Site

11.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/ academy. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school/academy
- 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/academy
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school/academy

12. Power to Use Reasonable Force

12.1   Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 🅦 RECORD OF THE USE OF REASONABLE FORCE.docx

12.2   Headteachers/Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. 📄 How to Searches Guidance

13. Malicious Allegations

13.1. 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/academy will discipline the pupil in accordance with this policy.

13.2. 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/academy will discipline the pupil in accordance with this policy.

13.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (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.

13.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

14. Monitoring and Review

This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy.

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Aspire Academy
Headteacher/Principal:	Stacey Ward (INTERIM)
Behaviour Lead:	Alex Brown
Designated Safeguarding Lead:	Claire Boynton
Implementation Date: *Inline with policy approval*	January 2023

Introduction

Inline conjunction our Trust wide Behaviour, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards system
- Sanctions
- Classroom management
- Pupil support
- Sexual abuse and discrimination

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@asp.hslt.academy

Rewards System

Relates to item 4.2 in Trust Behaviour Policy

W.A.R Scores

Aspire Academy recognises the need for a bespoke rewards system which supports individual rewards, whilst also offering clear guidance. We work with the understanding that mistakes can be made and the students can 'turn situations around'. Based on this positive ethos, the following categories for scores was produced:

- W - Work
- A - Attitude
- R – Relationships

The key philosophy behind WAR scores is to celebrate success. The division of categories means that a student is able to see and separate their efforts and behaviours. A student completing all learning to a high standard but distracting or being unhelpful to others can see this divided in their W and R scores. A foundation of strong behaviour management is to distance the student from their behaviour.

Staff should bring their lesson to a close with enough time (suggested minimum of 5 minutes) to settle the class and give scores individually to each student for each area. Scores are recorded on E-Praise by the class tutor. The scores provide the basis for the 'Conduct Score', which is determined in conjunction with data provided from other systems such as, green slips, demerits, badges, trophies and enrichment.

WAR Score	Descriptor
0	Unacceptable
1	Below Expectation
2	Expected
3	Exceeding

Scores are given out each lesson in order to compartmentalise each lesson, meaning that one bad lesson does not make a 'bad day'. This allows for positive conversations framed around what students can still achieve, rather than what they have lost. This approach supports our restorative ethos.

Bonus Points

The addition of bonus points for reading aloud or being helpful offers further motivation for individuals to consistently work to a very high standard. Setting extra challenges, inline with student personal development targets, or promoting a key aspect of a subject area becomes easy with groups and individuals who have bought into the system. With both WAR scores and bonus points students earn their own points (1 point = 1p) towards specific prizes they would like in the way of 'love to shop' vouchers. This gives choice for students to pick their own rewards.

Enrichment

Enrichment at Aspire is a weekly reward for our KS4 students. In line with **conduct scores,** the aim is to ensure all students are rewarded for their positive choices and that a consequence followed a poor choice. As always, students would be given opportunities to turn things around and make amends. Students aim to score an average weekly overall conduct score of 125+. Students are encouraged to resolve issues as they arise rather than waiting until a Friday.

Students with a score of 125+ gain full enrichment entitlement to choose from a wide range of activities. Current enrichment activities on offer to Aspire students include:

- Snooker/Pool
- Film Club
- Boxing
- Art Club
- Study Support
- Golf Club
- Gym Club
- Sport
- Cooking

Students are encouraged to try areas new to them and outside of their curriculum area to further aid personal development and resilience skills. For each point below the desired score, students will complete 'site payback'. Students who are only a small number of points below the desired score may complete an **RP Log** or catch up on some work in their own time to put things right. During site payback students complete missed work, help with site maintenance (e.g. litter picking) or spend time with senior leaders alongside discussions about how further similar situations may be responded to differently.

Badges, Trophies and Status Rewards
To create a more visible, physical celebration and acknowledgement of positive behaviour, trophies and badges promote the positive aspects of day to day life in the Academy and reward students who make the right choices.

Key Aims:
- Improve self-esteem of students
- Provide opportunities for positive interactions with staff
- Provide opportunities for positive interactions with home
- Reinforce positive behaviour
- Offer student role models
- Provide opportunities for teamwork/group celebration with tutor group wide rewards

Trophies and badges are awarded in a briefing on Friday AM. Data collection for conduct closes Thursday PM to allow for Friday enrichment scores to be a timely reward or consequence. Tutors take pictures of the group with the trophy (and prizes) which is added to the group achievement wall.

Each week, trophies are awarded for 4 areas, one of which, 'Above and Beyond' changes on a termly basis to allow pastoral staff to focus on key areas. Historically, this area has targeted respect (identified by a number of demerit categories).

Trophy	Awarded by	Awarded for
Above and Beyond	SLT	Termly focus
Uniform	SLOs	Tutor group with best uniform
Attendance	Attendance team	Tutor group with highest attendance
Behaviour	SLT	Highest whole group conduct score

Daily/Weekly league tables
Each day the top 15 students (based on conduct score) are published to all staff to ensure that achievement and success can be met with praise and acknowledgement as close to the event as possible. On a weekly basis, a tutor group; league table is published to encourage competition and allow for group

comparison and improvement. In this way, students are asked to think collaboratively as well as individually.

Badges

Conduct badges (coloured stars) are awarded based on individual conduct scores for each student over the timescales in the table below. These were changed from longer periods of time to ensure that students who joined the Academy later in the academic year were not unfairly disadvantaged:

Badge	Timescale
Green	Top 20 - 1 week
Blue	Top 20 - Half term
Gold	Top 20 - Term

Sanctions

Relates to item 4.3 in Trust Behaviour Policy

We strive to offer a consistent approach when supporting behaviour: calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

Where possible, we seek to use restorative approaches and learning opportunities alongside traditional sanctions and rewards to help students to understand the impact of their behaviours upon themselves and others.

Restorative practice is a conflict resolution approach which focuses on understanding and empathy to 'put situations right' rather than seeking punishment or blame. It has several different names and guises including; restorative justice, restorative approach and restorative thinking. At Aspire, Restorative Practice plays a big part in the way that we expect both staff and students to conduct themselves.

Generally, Restorative Practices can happen for ways:
1. Student to staff - conversation (1:1 or mediated by key staff) or RP log
2. Student to student - Restorative Practice session
3. Staff to student - conversation (1:1 or mediated by key staff)
4. Staff to staff - very rare, usually mediated

Restorative Practice is about 'actions and consequences' rather than 'crime and punishment'. At Aspire, one of the key tools used in this process is the **RP Log** which offers a framework for the conversation between staff and students and also provides a plan for future instances.

When holding a Restorative Practice session, staff should consider the following:
- Timing - is everyone ready for the conversation? People should be approached individually first before being brought together. Conversations are unlikely to be productive if someone involved is still upset or angry.
- Environment - Pick a quiet, safe location where you are unlikely to be disturbed. Ensure the environment is neutral e.g. not the office or classroom of a participant. Ensue you give enough time to the process and are not seen to be rushing.
- Tone - the idea is to be seeking a resolution and understanding the implications of the actions of all involved. The conversations should be calm and quiet and involve listening to one another.

Key questions:
1. What happened?
2. What were you thinking about at the time?
3. What have been your thoughts since?
4. Who has been affected?
5. What do you think you need to do to make things right

The four 'R's
- **RESPECT** - For everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - Taking responsibility for your own actions
- **REPAIR** - Repair harm and ensure behaviour is not repeated (Consequence for actions)
- **RE-INTEGRATION** - Working through a structured, supportive process that aims to solve the problem and help everyone reach a positive outcome.

Further sanctions may be used alongside these approaches but should be used on an individualised basis with the desired outcome considered and considering the likelihood of success. These include but are not limited to:
- Restorative/RP log
- Lesson Text
- Parental Collection
- Break/Lunchtime detention
- PM detention
- Parent/guardian Meeting
- Parental contract
- Work from home
- Reports to varying levels of staff
- Removal from group – isolation with key staff
- Exclusion

Classroom Management
Relates to item 5.1 in Trust Behaviour Policy

Expectations and conversations
At Aspire we aim to keep very high expectations of student behaviour. This can be evidenced in our uniform, our curriculum and our behaviour expectations. We also recognise however that many of our students will need help and support to regularly reach these standards. We are educating students about acceptable behaviour and interactions, which for some of our students is as important as their academic studies.

High expectations
- If you see something, challenge it! "What we allow, we cultivate"
- Use proximity praise (congratulate/praise those making the right choice)
- Always follow up behavioural issues
- Be responsible for what is in front of you
- Details matter. Do not make allowance to 'non-negotiable' rules

'Quick conversations' form an integral part of the sanctions system and are one of the most used techniques. Challenging poor behaviour in a non confrontational way and seeking to offer guidance, the 'quick conversation' supports high expectations of behaviour. This should be used in line with support systems, restorative practice and scripts. The aims of a 'quick conversation' can be varied but should follow these basic outlines:
- Away from an audience
- Use positive language
- Reminder of past success
- Self fulfilling prophecy
- Talk about the behaviour you want to see
- Be clear, quick and concise
- Involve others if needed – A sign of strength
- Follow up later with support if the student is not ready
- Link to targets/strategies
- Concentrate on primary behaviour

Every day in the academy thousands of interactions with students redefine our expectations and tolerances. Students will (knowingly or not) test systems and structures for their weakest point and apply pressure. We are only as strong as our weakest link, it can be easy to make allowances or undermine systems to avoid confrontation. If you are unsure how to follow a situation up, seek support from one of the pastoral team. We aim to be positive and proactive. Our 'default setting' should be looking for the positives in front of us. Aspire staff should be aiming to find improvements in behaviour and attitudes and celebrate them. Every positive interaction, praise and acknowledgement cultivates more of the same behaviour.

Conduct Score
The aim of Aspire conduct scores is to consider student behaviours, positive and negative, as one overall score. This allows direct comparison between students and also creates one simple score for ease of tracking and monitoring. Conduct scores are a key mechanism in both rewards and sanctions at Aspire. Each day a 'top student list' is sent out to all staff. This promotes healthy competition and gives opportunity for any student to succeed. Conduct scores are used to inform the following rewards:
- Enrichment
- Weekly, half term and termly badges
- Trophy winners
- SLT Postcards

- Daily tracking
- Tutor awards - Student of the week, most improved student
- Rewards trips

The system also ensures that any student who is willing and able to take responsibility for their own behaviours and 'turn the situation around' could still have a positive day or week despite receiving a demerit.

Conduct score weighting can be seen in the table below:

System	Awarded for	Weighting
WAR scores	Work, Attitude and relationships per lesson	1 point each
Bonus points	Additional positive behaviour such as reading aloud, giving books out etc.	1 point each
Green Slips	Above and beyond positive behaviour. E.g. clearing a table at lunch time, supporting another student	3 points per slip
Demerits	A record of negative behaviour or a series of negative behaviours	Minus 15 points
Major Incident	A record of a major incident including, assault, or incidents including: ● Racism ● Sexism ● LGBTQ+ discrimination ● Bullying ● Discrimination about any protected characteristic	Minus 30 points

Daily total conduct score = WAR/bonus Points + (Green Slips x3) - (Major incident x20) - (Demerits x15)

At all times staff should be aware of their proximity to the students around them. They should also be aware of their body language and any messages they may be sending subconsciously. At Aspire, via Team Teach training, all staff are educated on this aspect of crisis management and general conduct.

Scripts are a useful behaviour management tool and can be a surprisingly effective way to have fewer incidents of a less severe nature. Scripts can help with a range of scenarios from, low level misdemeanours through to crisis or critical situations. Scripts can help to give confidence to staff and offer a framework of best and professional practices.

At Aspire Academy there are several 'scripts' and different language uses currently in operation.

Language of choice/positive language
Language of choice is a simple tool which places emphasis on the behaviour we wish to see rather than describing current behaviour or drawing attention to unwanted/negative behaviour.

Help Scripts - Team Teach
Another script in operation at Aspire is the help script provided by Team Teach. This gives very clear guidance for critical incidents for both staff: student encounters and staff: staff encounters during crisis. One of the main responses to a negative situation at Aspire is **'are you okay?'** This simple phrase is aimed to de-escalate situations and show that you are concerned about them rather than angry/upset. Following an incident of poor behaviour, in a 1:1 conversation, away from an audience, staff begin the

conversation with **'are you okay?'** The underlying message is one of 'I don't expect this behaviour from you' but you are also asking 'what is driving this behaviour?'. This is to be used in conjunction with the 'conversations' how to guide.

Overall guidance - Always:
- Avoid flippant comments or a personal reactions
- Speak in a professional way
- Avoid criticising students or other staff publicly

Student strategies
Every student attending Aspire has three personal management strategies which are always on the desk in front of them as a visual reminder. Strategies are individualised and aim to help students to develop more independence over time when managing themselves. Initially, students will be well supported when using their strategies. This may include verbal prompts and support from pastoral staff when needed. Over time the student will take more responsibility for recognising their own triggers and using their strategies independently. Each stage is discussed at student level and is linked to rewards. Should a strategy become well embedded and habitual, it can be replaced with a new one.

Each student strategy aims to help to develop coping mechanisms based on areas for improvement identified by ABALs. For example, should a student struggle with the ABAL statement 'Does not leave the room without permission' their three stages of strategy over time may be:
1. Most supported - If I leave the room, report to SLO office
2. Student accountability - Only leave room with pastoral support (e.g. tutor)
3. Least supported - Ask permission to take time out - stay outside room

In addition to this, students may be given strategies on EHCPs, support plans or medical documentation. These should be assigned to one of the three slots on desks and should take precedence over any existing strategies. In order for student strategies to be effective and become habitual behaviours, staff need to support and remind students of them at key times.

When I feel **(emotion/trigger)** - I behave **(description)** - I need to **(strategy)**

Reminding students of their individual strategies links directly to both 'staff strategies' and 'scripts'.

"(Student name) I can see you are (describe behaviour). Remember to (state strategy). Well done, I am going to green slip for using your strategy." Obviously this is a very simplified statement but it; connects to the student, makes links to previous conversation, assumes compliance and follows the rewards system.

Due to the nature of students at Aspire, excellent communication is a must. Following a basic but clear protocol helps to ensure that the most urgent and severe issues are supported well by staff. The below systems are not all encompassing and should be read in conjunction with **Aspire safeguarding policies which always take precedence. The safety of the students in our care is of paramount importance.**

Never:
- Leave students unattended
- Send students on errands/to the SLO office alone
- Give a student keys

Occasionally staff will have to use a dynamic risk assessment to make the best decision in difficult circumstances.

Radio usage

Staff radios are a key resource at Aspire. They should be attached to the safety fobs provided. Tutors, SLOs and site staff should have them at all times. Other staff such as pastoral leads should also have them when not teaching.

- Should a member of staff from the list above be entering a meeting or leaving site they should let others know of their expected absence
- Tutor radios may be turned off or low in lessons unless needed
- Professional language should be used at all times
- Where possible, conversations should be short and instructive
- No personal details of staff or students should be discussed over the radio. Initials may be used if needed
- Situations should be described by urgency in the assigned below
- It may be more appropriate to call a mobile phone

Severity	Key words	Example
Query/unimportant	Not urgent If possible If you are passing	"Miss Burr are you receiving? Alex would like to show you his work if you are passing room 101."
Low level	When you can When you get a moment If you are not too busy	"Mr White are you receiving? Could you please pop up to Room 101 when you can."
Serious incident	As soon as possible Support	"Could I have support for room 101 as soon as possible please?"
Dangerous/Critical incident	Immediately Urgently	"Could I have urgent support to room 101 immediately."

Low level behaviour

Where possible, low level behaviour should be dealt with in the classroom using protocol, scripts and strategies. Should a student leave the room, tutors should make a decision as to how the class will behave in their absence. A tutor should spend a maximum of 5 minutes away from the classroom trying to resolve issues before handing them on to other pastoral staff for a change of face. In the event that leaving a classroom would create further issues, SLOs should immediately be informed of the situation.

Serious/Dangerous/Critical incident

Should a member of staff find themselves in a serious or dangerous situation they should seek assistance immediately, whilst making the environment as safe as possible for all involved. Staff should use personal judgement when attending an incident as to how many staff are required, if their presence will help or hinder at that time and if they are potentially creating more issues by assisting. For example, some staff have historically attempted to help separate a fight but in the process their class have left the room and exasperated the situation. Should a major incident occur or Restrictive physical intervention be used, staff should follow protocol for those specific scenarios. Also see the critical incident policy.

Pupil Support

Relates to item 6.2 in Trust Behaviour Policy

Aspire Academy currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN;

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Policies for the identification and assessment of students with SEN.

a) Any assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing, CAT testing or well being tests.
b) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of students who they suspect of having special educational needs.
c) Students who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPaSS, SENSS and Speech and Language Therapy Services.

Identifying students with SEN and assessing their needs

At Aspire Academy we assess each pupil's current skills and levels of attainment upon entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

● Is significantly slower than that of their peers starting from the same baseline
● Fails to match or better the child's previous rate of progress
● Fails to close the attainment gap between the child and their peers
● Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment does not automatically mean a pupil is recorded as having SEN. The majority of students at Aspire Academy exhibit social, emotional and mental health needs.

The policies outlined in this section apply to all students with SEN, whether or not they have EHC Plans.

a) The school closely monitors the progress of all students, including those with special educational needs. The effectiveness of the provision for these students is evaluated by ensuring that they make adequate progress. This will be reviewed termly by teachers in collaboration with parents, the SENCo and the students themselves.

b) Students who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole

school policy of termly assessment of progress. In addition, these students may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

c) The approach to teaching students with special educational needs varies, depending upon the needs of the particular child. Some of the interventions that are used at Aspire are:
   i In class support, where a teaching assistant (Tutor) may support one or more children to understand the content of the lesson.
   ii One to one withdrawal, where there may be targeted support in their area of need.
   iii English and Maths interventions to support pupils who show signs of difficulty with literacy and numeracy, both at KS3 and KS4.
   iv In-class support from a teaching assistant (TA/Tutor), where a higher level of support is required.
   v All children are in groups for their lessons, where they work in a small class of between eight and ten pupils.
   vi Home tuition can, when appropriate, be provided.

d) At KS4, a differentiated curriculum is provided offering a more practical range of subjects, designed to allow pupils with a variety of needs to be able to access learning and qualifications at a level appropriate to their abilities. Vocational qualifications form part of our curriculum offer at KS4.

Sexual Abuse and Discrimination
Relates to item 8.4 in Trust Behaviour Policy

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It may not necessarily involve violence. Sexual abuse may involve physical contact, including assault by penetration (vaginal, anal or oral); or non-penetrative acts such as masturbation, kissing and rubbing, including touching the child's body outside of their clothing.

Sexual abuse includes non-contact actions, such as involving children in looking at or in the production of pornographic materials, watching sexual activities, or encouraging them to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place via the internet and mobile phone technology. It is not just perpetrated by adult males; women can also sexually abuse, as can other children.

Sexual abuse includes children being abused through organised networks of perpetrators or peers via gang membership or association. It is acknowledged that some perpetrators of Sexual Abuse are also themselves victims.

Indicators of Sexual Abuse

This may include:

- Sexual health issues such as urinary tract infections, STIs, repeated pregnancy tests or termination of pregnancies
- Other reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia or eating disorder
- Age inappropriate sexual knowledge/behaviour
- Displaying inappropriate sexual behaviour towards others
- Behaving in a sexually provocative way
- Learning problems, poor concentration
- Wetting/soiling
- Sleeplessness, nightmares, fatigue
- Psychosomatic symptoms like abdominal pain
- Multiple sexual partners
- Obsessive cleanliness
- Compulsive vomiting
- Unwillingness to undress in front of others
- Lack of trust or fear of someone they know well, such as not wanting to be alone with an individual

Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur in school, outside of school and online.

It can also occur through a group of children sexually assaulting or harassing a single child or group of children.

Sexual harassment is defined as '…unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment

includes, but is not limited to sexual comments, stories, remarks or names, sexual 'jokes' or 'taunting'. Physical behaviour such as deliberately brushing against someone or interfering with someone's clothes, online sexual harassment, including sexualised online bullying and non-consensual sharing of sexual images and videos and sexual exploitation.

Sexual violence is a sexual offence under the Sexual Offences Act 2003 such as rape, assault by penetration or sexual assault.

Students may also display harmful sexual behaviours - where their behaviours are outside what is expected, developmentally, of a child that age. Harmful sexual behaviours can occur in person and online. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. Children displaying harmful sexual behaviour have often experienced their own trauma and abuse.

At Aspire Academy we believe that sexual harassment and sexual violence is not acceptable and will not be tolerated or dismissed as 'banter' just 'having a laugh' or 'part of growing up'. We acknowledge that such behaviour could happen, or be happening, in our school, even if no explicit disclosures are made. We train all of our staff to recognise possible signs of sexual harassment and sexual violence and well as other safeguarding concerns. We require all staff to:

- make a factual record of the report, as with any disclosure. No attempts to investigate should be made without the direction of the DSL, or a senior leader in their absence.
- challenge and report any behaviour linked to these issues, either to pastoral staff, safeguarding/child protection staff or external agencies such as the police, as and where appropriate.
- inform the DSL (or their deputy in the case of absence) who can, along with senior leaders and the Principal decide on an appropriate course of action in line with Academy policies, and ensure parents are informed. If required, the DSL/CP Co-ordinator will contact EHaSH (Early Help and Safeguarding Hub), or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and the academy will follow the recommended actions. Advice will also be taken on notifying the alleged perpetrator and parents of both parties. It may be appropriate to exclude the students being complained about for a period of time. In situations where the academy considers a safeguarding risk is present, a risk assessment will be prepared. Where EHaSH nor the police accept the complaint, a thorough internal investigation will take place into the matter.
- record behaviour linked to issues, and any disclosures and actions related to these must be reported on the CPOMS system.
- offer pastoral pastoral to all affected parties

As an academy, we work to ensure that our curriculum focuses on age specific themes, such as consent, healthy and positive relationships and how to stay safe online. Education is delivered through PSHE, tutor sessions and throughout the curriculum as appropriate.