



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Secondary Phase Positive Behaviour & Relationships Policy

Astrea Academy Dearne

Date	September 2024
Written by	Director of Secondary
Adopted by the School	September 2024
Review Date	July 2024, for implementation from September 2024
Version	v1.1

Contents

Contents.....	2
1 Behaviour Principles.....	4
2 Aims.....	4
3 Legal & Statutory Duties	5
4 Roles and Responsibilities.....	5
5 Academy Leadership	5
6 Staff responsibilities:.....	6
7 Parents’ responsibilities:.....	7
8 Scholars are expected to:.....	7
9 Systems – Rules and Routines.....	7
10 Recognition and Rewards	9
Achievement Points	10
Daily Rewards.....	10
Weekly Rewards.....	10
Half Termly Rewards.....	11
Threshold Rewards	11
Scholar Leadership Roles	11
11 Sanctions.....	11
Rationale	11
Disruption-free Learning.....	11
The Sanctions Escalation Process	12
Within the Classroom	12
Disruptive behaviour in the Reset Base	15
Supporting scholars following a sanction	15
12 Suspension and Permanent Exclusion Guidance.....	17
13 Managed Moves / Off Site Direction.....	18
14 Behaviour Beyond the Academy Site.....	19
15 Behaviour Tracking and Analysis	19
16 Interventions.....	19
17 Behaviour Support for learners with SEND, experience of trauma or LAC/PLAC.....	19
18 Working with Parents / Carers.....	20
19 Bullying.....	20
20 Child-on-child sexual violence and sexual harassment	20
21 Online Behaviour	20
22 Positive handling & use of reasonable force	21
23 Powers of search and confiscation	21

24	Malicious Allegations	21
25	Staff Training.....	21
26	Use of CCTV.....	22
27	Monitoring and Review.....	22
	Appendix 1: The Rules.....	23
	Appendix 2: Rewards Visuals	24
	Appendix 3: Achievement Points – Tariff.....	25
	Appendix 4: Home School Agreement Example	26
	Appendix 5: Astrea Sanction Stages for negative behaviour	28
	Appendix 6: Sanctions Classifications Chart	29
	Appendix 7: Prohibited Items	30

1 Behaviour Principles

Astrea Academy Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe in high aspirations, high motivation and high achievement for all. Through our curriculum and community life, we seek to meet the needs of the whole person. We will build a community of civic pride and social justice in which all members are equally valued. Everyone is expected to maintain the highest standards of personal conduct and to accept responsibility for their conduct. Through encouraging positive behaviour patterns, we can promote good relationships throughout the academy community, built on trust and understanding. We will support all of our scholars in developing a high level of individual and social responsibility.

The behaviour policy rewards positive behaviour, allows scholars to modify their behaviour whilst setting clear boundaries so that scholars are able to develop and discover their interests and talents and supports their preparation for further education and the world of work.

The academy operates a warm / strict approach, applied consistently, ensuring that disruptive behaviour by a minority of scholars does not negatively impact on the experience and future opportunities of the vast majority of scholars.

This policy should be read in conjunction with the Astrea Behaviour and Culture Framework, the Exclusion Policy, along with the Academy's Inclusion Policy and the Anti-Bullying Policy.

2 Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life. where all scholars feel safe, valued and respected, and learn free from the disruption of others
- To recognise, reward and celebrate good behaviour.
- To ensure that all scholars are treated fairly, shown respect and to promote good relationships.
- To help scholars take control over their behaviour and be responsible for the consequences of it.
- To be seen to be fair and consistent in behaviour management by scholars, parents/carers and staff.
- To build a community which values kindness, care, respect, tolerance and empathy for others.
- Provide opportunities for all to experience true contribution in the community whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths.
- To ensure that all adults take responsibility for behaviour.
- To provide targeted support for the most vulnerable scholars within the academy, and, where required, provide additional support through the academy's Reset Base.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To support the mission, vision and values of the Trust and its establishments.

3 Legal & Statutory Duties

This Policy takes its legal framework from the following legislation and statutory guidance:

- [Keeping children safe in education 2024](#)
- [Equality Act \(2010\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#)
- [Suspension and Exclusion from maintained schools, academies and pupil referral units in English, including pupil movement \(2024\)](#)
- [Behaviour in Schools \(2024\)](#)
- [Use of Reasonable Force, advice for all academy leaders, staff and governing bodies \(2013\)](#)
- [Searching, screening and confiscation \(2022\)](#)
- [Supporting pupils with medical conditions \(2015\)](#)
- [The Teachers Standards \(2021\)](#)
- [Positive environments where children can flourish \(2021\)](#)
- [Alternative Provision \(2013\)](#)

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- United Nations Convention on the rights of the child – Article 28 “discipline in academies must respect children’s dignity and their rights, and which covers all aspects of a child’s life, explaining how adults and governments must work together to make sure all children can enjoy their rights”.
- This policy complies with our funding agreement and articles of association.

4 Roles and Responsibilities

The academy sets out clear and explicit expectations of all stakeholders, based on the Trust’s values of Scholarship, Curiosity, Tenacity and the academy’s values of respect and responsibility.

Promoting positive behaviour and good attendance is the responsibility of the academy community as a whole. We will hold all individuals, scholars and staff, to account for their attendance and behaviour and their contribution to the areas for which they are responsible. Specific roles and responsibilities include:

5 Academy Leadership

- The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, establishing and communicating clear measures to ensure positive behaviours, respect and discipline.
- The Principal / leadership team will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The leadership team will ensure they are visible around the academy and know all scholars across the academy; actively seeking out scholars for praise and recognition, demonstrating a genuine care and respect for scholars.

- The leadership team will ensure that the behaviour policy does not discriminate against any scholars on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relationships between different communities.
- The leadership team will ensure staff, working within the academy, are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies to understand roles and responsibilities.
- Make the Astrea Behaviour and Culture Framework available to all staff and ensure they are routinely trained on this, including at the start of an academic year and during their induction.
- The Special Educational Needs and Disabilities Coordinator (SENDCO) will ensure that scholars are screened for special educational needs and slash or disabilities and signposted to support where referrals meet thresholds.
- The leadership team will make alternative provision from day 6 for fixed period suspended scholars.
- The Leadership team will arrange a comprehensive reintegration process for parents/carers and scholars at the end of a fixed period out of the Academy (such as a suspension or an off site direction).
- The Senior Leadership Team (SLT) will take all reasonable measures to protect the safety and well-being of staff and scholars, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- The leadership team will track and monitor behaviour trends within the school, and within their specific areas of leadership responsibility, using this information to inform next steps.

6 Staff responsibilities:

- Implementing the behaviour policy consistently.
- To support, praise and as appropriate reward scholars' positive behaviour, actively seeking these opportunities and demonstrating a genuine care and respect for scholars.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability, those who have experienced Trauma and/or LAC/PLAC, offering support as appropriate.
- To consistently model and actively promote high standards of behaviour, attendance and punctuality.
- To promote positive behaviour through active development of scholars' social, emotional and behavioural skills, within the mindset of promoting a de-escalation approach.
- Providing the agreed reasonable adjustments to support scholars with specific behavioural needs.
- Accurately recording behaviour incidents in a professional and timely manner.
- To keep parents informed of their child's behaviour – positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

All staff will consistently:

- Follow and model The Astrea Behaviour and Culture Framework at all times.
- Follow the rewards and consequences as outlined in the policy.
- Plan lessons that engage and challenge all scholars, ensuring that they have a firm understanding of their prior knowledge.
- Use visible rewards throughout every lesson – including the issuing of achievement points, corrections and a live class charts daily profile
- Regularly celebrate scholars whose efforts go above and beyond expectations.
- Refer scholars to SLT for additional praise.

- Be calm and give brief periods of ‘reflection time’ to provide opportunities for scholars to modify their behaviour.
- Retain ownership and engage in reflective dialogue with scholars.
- Never ignore or walk past inappropriate behaviour.
- Positively engage with professional development, research and evaluation.

7 Parents’ responsibilities:

- To respect the academy’s behaviour policy and the disciplinary authority of academy staff.
- To help ensure that their child follows the reasonable instructions by academy staff and adheres to academy rules.
- To send their child to the academy each day punctually, fully equipped and ready to learn.
- To ensure academy staff are aware of any SEN-related or other personal factors which may affect their child’s behaviour and learning within academy.
- To work with the academy to support their child’s positive behaviour.
- To model expected and positive behaviours when on academy site.
- To attend meetings with the leadership team or other academy staff, if requested, to discuss their child’s behaviour.
- If their child is suspended from the academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during academy hours in the first five days of exclusion.
- If their child is suspended, to actively engage in the reintegration process at the end of a fixed period exclusion, working in conjunction with academy staff to resolve the behaviour of their child.
- To be contactable and to ensure that the academy holds the correct contact information.
- To sign and adhere to the terms set out in the Home School Agreement (Appendix 4).

8 Scholars are expected to:

- To follow academy rules and instructions of academy staff, first time every time.
- To act as positive ambassadors for the academy when off academy premises.
- Not to bring inappropriate or unlawful items to academy.
- To show respect to academy staff, fellow scholars, academy property and the academy environment.
- Never to denigrate, harm or bully other scholars or staff, including through the use of social media.
- Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences.

9 Systems – Rules and Routines

Scholars will be supported to achieve the behaviour standards set in the academy. Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture which demands high expectations of staff and scholars and which also demonstrates our core values and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for our community and for life.

Through our systems, rules and routines, we aim to codify what desirable behaviour looks like, defining this clearly for scholars and staff as well as outlining the purpose which sits behind it. As such it provides a coherent structure and common language to ensure greater consistency. This will include a clear induction process that familiarises them with the academy behaviour culture at the beginning of each year/term and for those scholars who join throughout the year. In addition, all scholars will be taught the Astrea Behaviour Curriculum. This will be taught predominantly through form time, and

supported by assemblies and curriculum time. We believe that as scholars are taught about the behaviours we wish to see and practise these over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

Our rules for the classroom and around the academy are underpinned by the values that drive our organisation and which all members of our community seek to aspire to every day:

Scholarship, Curiosity, Tenacity, Respect, Responsibility

Classroom Rules

1. Be polite and show respect for other people and the academy environment.
2. Arrive on time, fully equipped and ready to learn.
3. Enter the classroom in silence, following the entry routine.
4. Follow all staff instructions – first time, every time.
5. Work hard, with maximum effort – never disrupting others.
6. Consistently demonstrate pride in the presentation of your work.
7. Always do your homework to the best of your ability and hand it in on time.
8. Stand in silence at the end of the lesson and follow the exit routine.

Around and Beyond the Academy Rules

1. Arrive to academy on time wearing our full academy uniform with pride and adhering to our dress code.
2. Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard, or used during the academy day.
3. Follow all staff instructions – first time, every time.
4. Always transition around the academy safely with pace and purpose, ensuring corridors remain calm.
5. Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community.
6. Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others.
7. Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins.
8. Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

Mobile Phone and Electronic Devices

Mobile phones (and other electronic devices) are brought into the academy at scholars' own risk and must be switched off and kept safely in the scholar's bag/locker during the academy day.

Astrea Academy Trust strongly believes that the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our academies. As a consequence:

- If any scholar has a mobile phone that is seen, heard or we are made aware that it has been used, it will be confiscated* (along with the SIM card) for 24 hours** and an After School Detention will be issued.
- *The exception to this rule is where a Senior member of staff has given permission for a scholar to use their mobile phone. This would only apply in truly exceptional circumstances.
- **If this falls on a Friday it cannot be collected until the following Monday after the academy day has finished. Where a mobile phone is confiscated on a Friday of the last week of term

scholars may collect their phone between 3-4pm on the Monday of the first day of the holiday (unless it is a Bank Holiday), or during working hours on the first Tuesday of the holiday.

- There may be times where a scholar has to use a mobile phone without permission for reasons of a safeguarding nature, or reasons that are highly personal. In these circumstances the sanction regarding the scholar's use of the mobile phone will be at the discretion of the Principal.

If a scholar refuses to hand over their mobile phone it will be treated as defiance and the scholar will be sanctioned accordingly. Ultimately if the scholar continues to refuse, the scholar will be issued with a Fixed Term Suspension. Upon return to school the scholar will be expected to hand over their mobile phone and SIM card for 24 hours.

Core Routines

Routines help establish a culture of and for learning, shared expectations, ways of behaving, and support the shaping of common values. We therefore build our schools around routines and procedures that then become habits. We make these shared expectations explicit so that they become social norms and over time they simply happen because this is "what we do here".

Routines are built with purpose at the core, to enable learning in a safe, known, and successful environment. They are not punitive and will not be used punitively. We aim to foster a real sense of being 'warm but strict'. For scholars, knowing what to expect and what is expected of you, builds safety, reassurance and belonging within the school community. The academy operates nine core routines to achieve this:

- SLT arrival gate duty
- Line up / Morning address
- Entry
- Exit
- Transitions
- Equipment
- Silence is golden
- Habits of Attention (SET)
- Signal, Pause, Insist (Hands up for silence)

Uniform Expectations

Please see the link to our uniform policy [Astrea Academy Dearne Uniform Policy](#)

10 Recognition and Rewards

The most effective reward is often the simplest one – ensuring that all adults recognise and praise positive behaviour immediately through a simple 'well done' has a significant impact on a scholar's day, their overall experience and the wider culture of success within the Academy.

In order for praise to be most effective it needs to be:

- specific and linked to an achievement or substantial effort.
- sincere and genuinely expressed with appropriate language and tone.
- instant – recognising the specific and providing timely positive feedback.
- personalised through the use of the scholars' name.
- personalised through the use of the scholar's name.
- consistently used in all lessons as a part of our teaching.

Within the established positive learning environment, scholars should expect to receive regular praise from the adults in the academy for notably good behaviour in line with the Astrea and academy's values. Strategies to be used include:

- regular verbal praise and encouragement, specifically focusing on personal gains by individuals.
- non-verbal praise – e.g. thumbs up, positive facial expressions.
- acknowledgment of good work and recognition for high quality homework produced through the awarding of Achievement Points, Praise Postcards and Golden Tickets.
- encouraging staff to praise identified individuals and sharing their work, including displaying their work through the visualiser and learning environments.
- Praise should also be shared with parents/carers through praise contacts home (for example a phone call or postcard), which, in turn, will promote a positive working relations with the family.

Achievement Points

Scholars will be rewarded with achievement points each time they demonstrate behaviours in line with the Astrea values. (See appendix 3: Achievement Point tariff).

The default value for an Achievement Point is 1 point, this is the expectation of all colleagues when awarding scholars for their achievements. However, there may be rare occasions where the accomplishment of a scholar goes way beyond that of an achievement in their daily classroom experience, for example representing the academy in a national competition. For this reason, senior leaders within the academy, have the flexibility to award additional points to the deserving scholar/s.

Achievement Points are collated and recorded in Class Charts these are easily accessible for parents/carers through the 'Class Charts app'. The position of the form group and individuals is shared on a weekly basis by the pastoral team. The pastoral team will also regularly analyse the distribution of Achievement Points across groups of scholars to ensure consistency and that all scholars are rewarded. When a scholar reaches a certain number of Achievement Points, they will receive the corresponding certificate and badge.

Daily Rewards

- Each professional will praise scholars for following the Academy rules.
- Achievement Points will be awarded to scholars for demonstrating the Astrea and Academy values.
- Each Form Tutor will aim to award at least two scholars with Achievement Points during Morning Meeting.
- Each class teacher will aim to award at least five scholars within every lesson and to celebrate one scholar who has gone above and beyond in the lesson. This will take the form of a Postcard.
- Each Pastoral Year Leader and Academic Year Leader will aim toward at least five scholars from their year group over the course of the day, during social times.

Weekly Rewards

Every week, one tutor time will be allocated to Behaviour and Attendance discussions. During this session, the Form Tutor will share the running totals for Achievement Points and attendance, celebrating and sharing success on both an individual and form group level.

Every week, teachers and scholar facing support staff will make at least two praise contacts home, this could be in the form of a praise phone call or a praise postcard, sharing the achievement of the scholar with their family. All praise contacts will be logged on Class Charts.

Zero Heros

Within the policy we want to reward the scholars who come to school every day and engage with their learning positively. Therefore all scholars who have 100% attendance for a week and no negative corrections within the week will automatically receive 3 Achievement Points . As this accumulates, all scholars who maintain this fantastic record for a term will receive a Zero Hero badge and certificate.

Half Termly Rewards

At least once a half term, year group assemblies will focus explicitly on celebrating scholars' achievements, linked to the Astrea and academy values. Due to the high profile nature of the Achievement Points Merits, where scholars have achieved a certificate threshold, these will be awarded during this assembly.

Threshold Rewards

As scholars accumulate their achievement points, they will receive certificates for key threshold points. Scholars will also receive a corresponding badge to be worn on their blazer. The Achievement Points continue to accumulate over the year, resulting in the opportunity for scholars to achieve the maximum threshold of 750 points. The thresholds are as follows:

Badge colour	Achievement Points
Orange	100
Bronze	200
Silver	350
Gold	500
White	750+

Scholar Leadership Roles

We aim to foster positive relationships through developing our scholars as leaders, such as through membership on academy councils/ learning councils and roles such as reading mentors/ assembly mentors.

11 Sanctions

Rationale

- Every scholar has the right to learn in a disruption free environment.
- Every teacher has the right to teach without disruption.
- Scholars need to be explicitly taught how to behave, we cannot simply assume that all scholars know this.
- Scholars that require additional support to self-regulate receive this without delay.

Disruption-free Learning

Scholars are held responsible for their behaviour. Staff will address poor behaviour and will use the steps below for addressing behaviour that falls below the academy's expectation:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the academy community.
- Do not apply the sanction to a whole group for the activities of individuals.

- Be consistently applied by all staff to help to ensure that scholars and staff feel supported and secure.

Sanctions need to be in proportion to the offence (see appendix 5 & 6) It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the scholar.

We will consider whether a scholar's SEN or disability has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the scholar. To do this, the academy will consider whether the scholar understood the rule or instruction and whether the scholar was unable to act differently as a result of the SEN. The academy will not assume that because a scholar has SEN or a disability that this must have affected their behaviour on a particular occasion or assume that a scholar's SEND automatically requires behaviour support to be put in place.

Teachers have a responsibility to ensure that learning is engaging, for guidance on the expectations within this refer to the following Astrea Secondary Frameworks: Teaching & Learning, Means of Participation, Fluency, Booklet led Learning.

The academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder through our disruption to learning warning system
- The issuing of a Correction
- The issuing of an After School Detention
- Referral to Triage until the end of the next social time break
- Referral to the Reset Base for a whole academy day
- Referring the scholar to a senior member of staff
- Time directed with SLT
- Phone calls home to parents / carers
- Formal meeting with parents, with agreed targets
- Suspension*
- Managed move*
- Off site Direction*
- Alternative Provision*

** it is anticipated that these approaches would be rare and only following serious or continuous incidents of negative behaviour.*

It is essential that any follow up is carried out before the end of the day to ensure timely communication with parents/carers.

Underpinning the rationale behind sanctions is a firm belief that it is not the severity of the sanction but the certainty that this follow up will take place that is essential.

The Sanctions Escalation Process

Within the Classroom

Verbal Warnings due to disruption to learning

In the first instance of a misdemeanour occurring, scholars will be issued with a 'verbal warning'. This is intended to allow scholars to correct their off-track behaviour and continue with their activity. It is important to recognise that at times, scholars will lose focus or need this gentle reminder, when

issuing this to a scholar, professionals must use the words ‘verbal warning’ to ensure that scholars are clear that this reminder has been given.

The verbal warning will be recorded in Class Charts to allow pastoral leaders to monitor trends within disruptions to learning, however this, in itself will not equate as a sanction for the individual scholar.

Examples of behaviours that are likely to result in a Verbal Warning are:

- If the teacher is stopped from teaching to address the disruption, then there is a need to issue a verbal warning
- Arriving up to 3 minutes late to the lesson (without a note from a member of staff)
- Calling out
- Disruption to learning /talking over the teacher
- Failure to follow an instruction first time
- Lacking equipment
- Rudeness towards another scholar
- Not following the seating plan
- Lack of effort in the classroom
- Uniform issue
- Head on the desk or slumped in the chair
- Unsafe behaviour (e.g. swinging on their chair)
- Lack of pride in their work

If this behaviour continues scholars may be given further warnings these carry a negative point weighting.

Warning stage	Negative points awarded
Verbal warning for disruption to learning	0
Warning for disruption to learning	-1
Removal from classroom due to disruption to learning	-2

After School Detention

If a scholar continues to disrupt the learning within a lesson or behaves in a way that contravenes the values and rules of the academy, it is important that there is a clear and immediate consequence to their actions, as such, they will be issued with an After School Detention. This detention will last for 30 minutes. During the detention, scholars will complete a reflection activity (independently and then through discussion with detention staff), providing them with an opportunity to reflect on their behaviours, they will also use the remainder of the detention time to revisit their prior learning in silence, using their knowledge organisers and their exercise books.

There will be two detention sessions that run after school each day:

- 3:00 – 3:30pm (Scholars who have received a cumulative total of 3 or more negatives the previous day.
- 3:00 – 4:00pm (Scholars who have received more than 6 negatives the previous day.

Scholars may receive a detention due to a culmination of behaviours throughout the day. Scholars, and parents, are able to track behaviours during the day via the app, therefore every child can correct their behaviour before it escalates.

Examples of behaviours that are likely to result in an After-school Detention are:

- Continuation of defiant behaviour after being issued with a verbal warning
- Arriving more than 3 minutes late to lesson (without a note from a member of staff)
- Chewing gum
- Not completing homework
- Inappropriate language
- No PE kit
- Stealing or misusing personal or academy property
- Littering within the academy
- Throwing or splashing water
- Uniform infringement that is then corrected
- Repeated lack of equipment
- Electronic device infringement – *see additional information about electronic devices below*

Triage & Reset

If a scholar repeatedly disrupts the learning within a lesson (having previously been issued with a verbal warning and after school detention) or behaves in a way that significantly contravenes the values and rules of the academy, they will be required to attend Triage for the remainder of that lesson. If a scholar has reached this stage within a lesson, they are expected to take themselves and their belongings to the Triage room within 3 minutes of being asked to leave the classroom.

Once they have arrived at the Triage Room they will be met by the member of staff on duty in Triage. The Triage Room lead will evaluate scholars' behaviour that has resulted in the referral to Triage. Scholars should be 'checked in' in the Triage Room and the staff on duty should record this attendance on the Triage Room tracker on Microsoft Teams. This check-in will start the process of children reflecting on their behaviour.

The Triage Room lead will decide if the scholar's behaviour warrants a referral to Reset Base, an additional lesson in the Triage Room or the scholar is to return to lesson at the start of the next lesson. Scholars should not return to lessons where they have been removed from. On arrival in the Reset Base, the following actions will take place:

- The scholar is registered
- The scholar hands over their mobile phone / electronic devices (for safe storage till the end of the day)
- As a calming activity, the scholar reads from a pre-selected range of books, appropriate for their reading age ability for a set period of time
- The Reset Base team contact the scholars' parents/ carers to inform them that they have been placed into the Reset Base and the reasons why

The Reset Base aims to support scholars who are displaying behaviours that are disrupting other scholars. Any scholar who received more than 10 negatives in one day will be placed in The Reset Base the following day. The Base is led and managed by the Reset Base Manager, they will be supported by additional staff and SLT will visit every lesson. The Reset Base runs from 08:30 – 4:00pm.

During their time in the Reset Base, the academy staff will ensure:

- Scholars receive high quality academic work that matches their ability and is in line with the curriculum they follow to ensure continuity of learning for the duration of their placement.
- Scholar voice is obtained through restorative work to support restoration and reduce the likelihood of a repeat placement or escalation to suspension.
- Scholars are supported by the SENDCO and the inclusion team with considered reasonable allowances and adjustments to enable scholars to be successful whilst within the Reset Base.

Within the Reset Base, scholars are expected to:

- Fully complete the check-in process, including handing over their mobile phone / electronic devices to be kept securely.
- Complete their academic work while in the Reset Base. If the quality or quantity of work completed does not meet the required / expected standard, their time in the Reset Base may be extended (or escalated) unless there is a mitigating reason or circumstance. Likewise, if the conduct of a scholar does not meet the required / expected standard, their time in the Reset Base may be extended (or escalated).
- Engage in the restorative conversation with the relevant pastoral leader.

Examples of behaviours that will result in immediate referral to the Reset Base, and may lead to a possible suspension

- Continuation of defiant behaviour after being issued with an After-school detention
- Truancy
- Swearing and/or use of inappropriate language (verbal abuse) directed towards a member of staff
- Refusal to hand over an electronic device
- Threatening behaviour
- Damage to school property
- Bringing in a prohibited item or substance
- Bullying
- Using discriminatory language or displaying discriminatory actions
- Smoking / Vaping
- Refusal to attend a detention
- Physical assault towards a member of staff or another scholar
- Theft / stealing personal or academy property

Disruptive behaviour in the Reset Base

Scholars who do not adhere to the expectations of the Reset Base thus displaying defiant and/or disruptive behaviour should follow the following process of rectification or escalation. A scholar has three opportunities to rectify their learning or conduct before a fixed term suspension is issued.

1. The room supervisor will issue a clear warning to the scholar (and record this on the room log sheet and the scholars' individual record).
2. A Pastoral Leader will issue a second warning
3. The SLT supervisor (or another member of SLT) will speak to the scholar, explaining how the behaviours displayed do not meet the expectations of the Reset Base and how the scholar is at risk of escalation to suspension. This conversation may take place quietly in the room or in another space so as to maintain a quiet environment in the room.
4. The Pastoral Leader / SLT will speak to the parent/carer of the scholar, explaining how the behaviours of the child displayed do not meet the expectations of the Reset Base and how the child is at risk of escalation to suspension. It is appropriate for the child to speak to their parent/carer so that they can reinforce the seriousness of their child's current behaviours and aim to recorrect these.

Following these four opportunities, if the behaviour continues, the scholar will receive a fixed-term suspension for persistent disruptive/defiant behaviour in the Reset Base. The scholar will return to the Reset Base for one full day (8:30 – 4:00pm) when integrated back from suspension.

Supporting scholars following a sanction

Following a sanction, strategies will be considered to help the scholar to understand how to improve their behaviour. These might include:

- The opportunity for the scholar to reflect individually on their actions.
- A restorative conversation with the scholar.
- A phone call with the parents/carers/Virtual School for looked after scholars.
- Inquiries into the scholar’s conduct with staff involved in teaching, support or supervising the scholar.
- Inquiries if appropriate into the circumstances outside of academy, including at home, conducted by the DSL.
- Consider whether the support for behaviour management being provided remains appropriate or needs amending.

Careful consideration will be given by the academy around the reintegration of any scholar who receives a suspension. Dependant on the nature of the incident that warranted a suspension and the regularity of the scholar’s misbehaviour, the approach may vary. In the majority of cases, a reintegration meeting will take place prior to the scholar returning to academy. It may involve parents, scholars and if relevant, other agencies looking clearly at what support and strategies can be used to help the scholar return to mainstream education and meet the expected standards of behaviour. However, if a scholar is repeatedly displaying negative behaviours that contravene the school’s rules, policies and values, it is anticipated that a greater level of intervention will be needed and subsequently, an bespoke support plan would be agreed between all parties.

Outside of the Classroom – Corrections

The system of Corrections runs alongside the ‘in classroom’ process and is in place to ensure that scholars maintain the high expectations whilst transitioning between lessons and at social time (before/after school, break and lunch). Following a similar approach to the in classroom sanctions, scholars who are not following the school rules and expectations will receive a Correction. This will be logged on Class Charts as a -1 event and parents/carers will be able to see this through the app.

Should a scholar then receive an additional Correction within the same day, this will escalate to an after school detention (30 minutes), as having recently received a Correction, which acts as a reminder, they have continued to not follow the rules and expectations.

Some out of lesson behaviours have a greater negative impact on the harmonious culture within the school, and therefore, if witnessed, result in a more significant Correction, equating to -2 points. In this situation, the scholar’s behaviour would result in an after school detention automatically. The tariff of the different out of lesson negative behaviours can be seen below:

	Correction	After School Detention (30 minutes)	After School Detention (60 minutes)
Associated minus points for tracking	-1	-2	-4
Examples of behaviours	<ul style="list-style-type: none"> • Equipment • Uniform infringement (rectifiable) • Inappropriate conduct • Boisterous behaviour • Eating out of designated area 	<ul style="list-style-type: none"> • 2 x corrections • Play fighting • Littering • Chewing gum • Derogatory language • Unsafe behaviour • Throwing water • Multiple scholars in cubicles 	<ul style="list-style-type: none"> • 2 x Tier 1 detention

	<ul style="list-style-type: none"> • Being out of area 		
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12 Suspension and Permanent Exclusion Guidance

If the strategies deployed within the reset base are unsuccessful, the scholar will receive a fixed term suspension equivalent to a full day or 1.5 days dependent on the time of day, for persistent disruption within the Reset Base. A scholar who receives one fixed term suspension must spend a full day in the Reset Base on their return before they are reintegrated into mainstream.

The following protocols are to be followed for scholars who receive fixed term suspensions:

- **First suspension**— Reintegration documentation, including ‘next steps’ is completed with the scholar and family. An Academic or Pastoral Year Leader will lead the reintegration meeting, this can be done over the phone. A discussion will be had around any suitable support or intervention that may be needed. The completed documentation will be shared with the parent/carer in full.
- **Second & third suspension**— Reintegration documentation, including ‘next steps’ is completed with the scholar and family. The AYL or PYL will lead the reintegration meeting, they will be supported by the SLT year link. It is likely that there is a pattern of extreme negative behaviour emerging and so, the Principal may choose to escalate the number of days of suspension at this point. It is also likely that there is a greater level of intervention required at this point and, as a consequence parents/ carers will meet with the Academic/ Pastoral year leader, AP: Behaviour and any other relevant internal / external professionals to craft a graduated response document. It is the role of the SLT year link at this meeting to explain the gravity of the situation and the impact of repeated behaviours on the scholar.
- **Fourth & fifth suspension** — Reintegration documentation, including ‘next steps’ is completed with the scholar and family. AP: Behaviour will lead the reintegration meeting, they will be supported by the Academic or Pastoral Year Leader for the year group. The student's Behaviour Support Plan will be reviewed, including exploring where targets have meet met/ not met and the impact of the agreed interventions. Additional referrals may be made to external agencies. If suspension continues, the Principal may choose to consider longer term alternatives, for example an off-site or a short term placement at alternative provision
- **Sixth & subsequent suspensions** — Reintegration documentation, including ‘next steps’ is completed with the scholar and family. VP: Pastoral will lead the reintegration meeting, they will be supported by AP: Behaviour & by the Academic or Pastoral Year Leader for the year group. The student's Behaviour Support Plan will be reviewed, including exploring where targets have meet met/ not met and the impact of the agreed interventions. Additional referrals may be made to external agencies. If suspension continues, the Principal may choose to consider longer term alternatives, for example an off-site direction or a short term placement at alternative provision

An individual Behavior Support Plan will bring together an understanding of the key behaviours being displayed, baseline measures around these, the voice of all stakeholders, the reasonable adjustments / supports and agreed interventions that school / external agencies will put in place, a clear plan around the agreed approach to the first 48 hours after suspension, and finally, clear measurable targets to improve the behaviour, including reviews built in at spaced intervals.

- Subsequent suspensions. The scholar’s Behaviour Support Plan will be reviewed, including exploring where targets have meet met/ not met and the impact of the agreed interventions. Additional referrals may be made to external agencies. If suspension continues, the Principal

may choose to consider longer term alternatives, for example a managed move, an Off Site Direction or a short term placement at alternative provision.

- In line with KCSIE 2024, for scholars who receive multiple suspensions and are at risk of permanent exclusion the academy will work in conjunction with the family to explore additional support in the form of Early Help.

We do not wish to suspend any scholar from academy but sometimes this may be necessary. We adopt Government guidance for the list of reasons for suspensions. We refer to this guidance in any decision to suspend a scholar from academy, suspension is always a last resort. The guidance references the following reasons for suspension:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Only the Principal (or the person acting in their absence) has the power to suspend a scholar from the academy. Further references to the Principal will include anybody acting in his or her place. For the avoidance of doubt, this is understood to mean where another colleague is 'acting up' due to the unavailability of the Principal, not in circumstances where the Principal is merely off-site.

The Principal may suspend a scholar for up to 45 academy days in any academic year, or permanently. Should a scholar be suspended for 15 days in a term, the Statutory Review Committee must meet to consider the exclusion(s), before taking the decision to permanently exclude a scholar, the Principal will have evidence of a range of strategies that have been attempted, as outlined in the Behaviour Policy.

Please refer to the [Astrea Exclusions Policy](#).

13 Managed Moves / Off Site Direction

A managed move will be considered for a scholar at risk of permanent exclusion, where this is appropriate. A managed move involves the transfer of a scholar who may be at risk of an exclusion to another academy. This is voluntary and can only be used as a supportive measure if there is agreement from both schools and the parent/carer.

If the Principal feels it is in the best interest of the academy and the scholar, an offsite direction can be arranged so that the scholar can be educated at another school or alternative provision setting with the aim of helping the scholar to improve their behaviour.

Directing a scholar off-site for their education with a view to improving their behaviour is a specific power given to maintained schools under s.29(3) of the Education Act 2002. An off-site direction is different to a managed move.

14 Behaviour Beyond the Academy Site

A member of staff may discipline a scholar for inappropriate behaviour when the scholar is taking part in any academy-organised, academy-related activity, travelling to or from academy or in some other way identifiable as a scholar at the academy. This includes behaviour online, on social media, out of school hours and through electronic communications. Academy staff will follow the same policy and procedures when considering sanctions for behaviour beyond the academy site.

15 Behaviour Tracking and Analysis

Behaviour incidents are logged using the specific categories within Class Charts and where appropriate further information is recorded in CPOMs. Principals and Behaviour Leads regularly analyse behaviour data to identify patterns, trends and areas for future development. Key scholars and trends of behaviour will be reviewed during regular Behaviour, Attendance, Safeguarding and Inclusion meetings and where appropriate at the VLN (Vulnerable Learners Network) Meeting.

16 Interventions

Scholars are identified for interventions through a range of processes, these can include analysing behaviour logs on Class Charts, staff referrals, pastoral team referral, VLN meetings, reintegration meetings.

Interventions are used to support scholars manage their behaviour and to reduce the likelihood of suspensions or permanent exclusion. Some scholars may need more support than others and this may be delivered either in small groups or in 1:1 intervention. Often this focused support is delivered outside the classroom. All interventions will be initiated in conjunction with parents and will often be recorded as part of the Behaviour Support Plan. All interventions will be regularly reviewed to assess its impact in improving the behaviours seen.

17 Behaviour Support for learners with SEND, experience of trauma or LAC/PLAC.

We welcome our legal duty under the Equality Act 2010 to prevent children 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 scholar.

The academy's special educational needs co-ordinator will evaluate a scholar 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 scholar, we will liaise with external agencies and plan support programmes for that scholar. We will work with parents to create the plan and review it on a regular basis.

Where a scholar has Special Educational Needs and/or a disability, the SENDCO and the inclusion team will be involved in the setting of reasonable adjustments. The SENDCO will also be consulted as part of the decision making process should a suspension of a scholar with SEND be considered.

Where a scholar has an Education, Health and Care plan academy will work with the Local Authority and other bodies as part of the APDR process. Strategies will be incorporated into plans to support the scholar to access learning.

Where a scholar has experienced Trauma and/or LAC / prev-LAC, the academy will liaise with the Mental Health Lead, Designated Teacher or Designated Safeguarding Lead and, where applicable, the Virtual School. Strategies will be incorporated into plans to support the scholar to access learning.

Where there is a safeguarding concern around a scholar, the Designated Safeguarding Lead (DSL) will be involved in the setting of any reasonable adjustments required. The DSL will also be consulted as part of the decision making progress should a suspension of a scholar of concern be considered.

18 Working with Parents / Carers

Parents / carers play a big part in ensuring that their children are responsible for their own behaviour within the academy. We work collaboratively with parents/carers, so scholars receive consistent messages about how to behave at home and at academy as outlined in our Home School Agreement. (Appendix 4)

Parents / carers are able to access up to date information about their child through the 'My Child at School (MCAS) app' and the Class Charts app. This provides parents/carers with live information about their child's experience within school. We will aim to share all key documentation with parents/carers in a timely manner.

19 Bullying

We will ensure that all scholars feel safe at academy and accepted into our academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and scholars. The academy practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the academy. It is made very clear to scholar what is expected of them in terms of respecting their peers, members of the public, and staff. Please refer to Anti-bullying policy.

20 Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment online or offline, the academy will follow the steps set out in the [Trust Safeguarding policy](#).

21 Online Behaviour

The way in which scholars relate to one another online can have a significant impact on the environment within the academy and leave a scholar feeling like it is an unsafe place. Inappropriate online behaviour including bullying, the use of inappropriate language, sharing of inappropriate images and videos and sexual harassment will be addressed in-line with off-line behaviour as outlined in the Trust's Safeguarding policy.

In cases where the Principal/Safeguarding Lead suspect criminal behaviour, the academy will gather information to establish the facts of the case and then make appropriate referrals to Police and Social Care as appropriate.

22 Positive handling & use of reasonable force

All members of staff are regularly updated regarding government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care. Particular members of staff have been specifically trained to de-escalate situations where a scholar is displaying dysregulated behaviour, they are also trained in using reasonable force where necessary.

Members of staff have the power to use reasonable force to prevent scholars committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Three key terms to consider when using reasonable force: is it reasonable, proportionate and is it necessary.

The actions of staff will always be in the best interest of the scholar and are in line with Government guidelines on The Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Parents/carers will always be informed following an incident where reasonable force has been used. All incidents where positive handling has been used will be recorded on CPOMS and where required, individual positive handling plans written.

23 Powers of search and confiscation

Searching and screening scholars is conducted in line with the DfE's latest guidance on searching, screening and confiscation which enables a member of staff to confiscate, retain or dispose of a scholar's property as a punishment, so long as it is reasonable in the circumstances. Please refer to DfE Guidance for further information.

The Principal and the staff authorised by them, have a statutory power to search scholars or their possessions, without consent, where they have a reasonable ground for suspecting that the scholar may have a prohibited item. For a list of the Prohibited items see appendix 7.

24 Malicious Allegations

Scholars that are found to have made malicious allegations are likely to have breached the academy's behaviour policy. The academy will therefore consider whether to apply an appropriate sanction, which could include suspension or permanent exclusion. Please refer to Astrea Safeguarding Policy.

25 Staff Training

The Trust and academy learning and professional development offer includes bespoke training and development in all areas of positive relationships and behaviour. In addition, training will be offered to support staff understanding of special educational needs, disabilities, or mental health difficulties and how these can affect a scholar's behaviour.

As an active partner with Teach First on-going support and training is provided to all early career teachers, as part of the Early Career Framework and offered to all colleagues whenever a refresher is requested or recommended.

All Astrea academies are trained according to Team Teach principles. The Team Teach approach focuses on fostering a positive environment where physical handling is used only as a last resort. Team Teach training emphasises communication and de-escalation, as well as a full understanding of the causes of challenging behaviour, reducing the need for invasive interventions. Termly Behaviour Network meetings are held, to support the on-going development of policy and practice.

26 Use of CCTV

CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction. For further detail on the use of CCTV please refer to the CCTV Policy.

27 Monitoring and Review

The effectiveness of the policy will be monitored through data analysis, exclusion attendance data, behaviour logs and records of incidents. The policy will be reviewed annually.

This policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Anti-bullying policy
- Inclusion policies

Appendix 1 – The Rules



Astrea Academy Trust
PROGRESS BEYOND MEASURES







Scholarship Curiosity Tenacity Responsibility Respect

Our Rules

Our rules for the classroom and around the academy are underpinned by the values that drive our organisation and which all members of our community seek to aspire to every day

Around and Beyond the Academy Rules

- 01** Arrive to the academy on time wearing our full academy uniform with pride and adhering to our dress code
- 02** Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins
- 03** Follow all staff instructions – first time, every time
- 04** Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others
- 05** Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community
- 06** Always transition around the academy safely with pace and purpose
- 07** Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard or used during the academy day
- 08** Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

Classroom Rules


- 01** Be polite and show respect for other people and the academy environment
- 02** Arrive on time, fully equipped and ready to learn
- 03** Enter the classroom in silence, following the entry routine
- 04** Follow all staff instructions – first time, every time
- 05** Work hard, with maximum effort – never disrupting others
- 06** Consistently demonstrate pride in the presentation of your work
- 07** Always do your homework to the best of your ability and hand it in on time
- 08** Stand in silence at the end of the lesson and follow the exit routine


Appendix 2 – Rewards Visuals

Rewards posters:


Achievement Points

The awarding of achievement points is closely aligned to a scholar demonstrating the academy's values in a way that goes above and beyond the typical behaviours we expect of scholars.







Scholarship




Curiosity




Tenacity




Responsibility




Respect




100 points
House / Academy Colour




200 points
Bronze




350 points
Silver




500 points
Gold



750+ points
White



Every lesson at least 5 achievement points will be awarded.



Pastoral staff will award at least 5 achievement points per day.

As scholars accumulate achievement points, they will receive a certificate and a badge to be worn on their uniform. The colour of the badge reflects their level of achievement. Points continue to accumulate over the academic year.

Building a Positive Learning Culture

Scholar reward and recognition is essential to our behaviour policy and the success of our academy. Here are all the ways in which scholars will be praised over time and what you should be aiming towards.



05

Cumulative Rewards

As scholars accumulate their Merits, they will receive certificates and badges for key thresholds (for example 100, 200 or 750+).

04

Termly Rewards

Zero Hero scholars will be rewarded at the end of each term for achieving a whole term without any Demerits and 100% attendance. Once they have achieved their bronze ZH badge, they can go onto achieve their silver and gold badges!

03

Half Termly Rewards

Every half term, year group celebrations will take place. Staff will also recognise the achievements of scholars through these celebrations!

02

Weekly Rewards

Every week, scholars who have 100% attendance and do not receive any Demerits will automatically receive 3 Merits and be on track to be a Zero Hero!
Form Tutors will celebrate the successes of individual scholars and the form. Staff will also make 'Praise Phone Calls', sharing the achievements of scholars with their family.

01

Every Lesson, Every Day

Scholars will receive regular praise for good behaviour in line with the academy's values. Scholars will receive 1 Merit each time they go above and beyond to demonstrate the academy's values.



Cumulative Rewards



Termly Rewards



Half Termly Rewards



Weekly Rewards



Every Lesson, Every Day

Appendix 3: Achievement Points – Tariff

In most circumstances, staff will issue 1 achievement point for the behaviours demonstrated below. The awarding of achievement points must be closely aligned to scholars demonstrating the academy’s values in a way that goes above and beyond the typical behaviours we expect of scholars.

Astrea Values	Behaviours demonstrated
Scholarship	<ul style="list-style-type: none"> • Excellent contributions in lessons • Reading widely • Demonstrating significant improvement • Excellent piece of work/homework • High standard of work presentation • Supporting other scholars with learning
Curiosity	<ul style="list-style-type: none"> • Attending extra-curricular clubs for an extended period of time • Leading peers • Completing additional work / homework • Demonstrating debate skills • Exploring new opportunities for learning (experiences out of comfort zone)
Tenacity	<ul style="list-style-type: none"> • Significant improvement in work ethic and attitude • Never missing a day of academy – 100% attendance (half term) • Overcoming difficult situation to strive for success in learning • Excellent participation, even in challenging circumstances
Respect	<ul style="list-style-type: none"> • Acts of kindness and generosity • Being helpful • Being courteous • Showing empathy to others • Respecting the environment
Responsibility	<ul style="list-style-type: none"> • Representing the Academy • Demonstrating consist pride in their uniform • Contributing to a academy event • Setting a good example to others • Attending revision sessions • Demonstrating independent learning • Attending enrichment activities
<p>Variation from issuing 1 Achievement Point</p> <p>There may be rare occasions where the accomplishment of a scholar goes way beyond that of an achievement in their daily experience, for example representing the academy in a national competition. For this reason, senior leaders within the academy, have the flexibility to award additional points to the deserving scholar/s.</p>	

Appendix 4 – Home School Agreement

Name of Student:

(All of the statements below can of course be changed to suit individual circumstances)

Date of Agreement:

- This agreement sets out the behaviour expectations for the student named in the Agreement.
- The agreement identifies what the School/ Centre will aim to do for the student in order to support their needs.
- The agreement identifies a partnership between Parents/Carers and the Centre with the aim of maximising the potential of the young person.
- The agreement once signed by the student, represents a clear understanding of how they are expected to conduct themselves on a day to day basis.

What the Centre Agrees to do:

- Provide a Curriculum that helps prepare the student to return to mainstream school.
- Provide the Behaviour support and guidance necessary for the student to succeed in learning.
- To try and understand why a student behaves in a particular manner.
- Reward and recognise student successes across all aspects of centre life.
- Encourage parental involvement at all times and be open and welcoming.
- Ensure parents/carers receive prompt information about their child's behaviour.

What Named Student agrees to do:

- Abide by the Centre's Code of Conduct.
- Be courteous and respectful at all times and refrain from swearing at staff.
- Adopt a calm approach when things don't go quite right
- Identify someone who may be able to help them when they feel angry
- Not to leave class without permission.
- To follow instructions without confrontation.
- Attend detentions and accept other consequences without question, when their behaviour has been unacceptable.

Consequences for breaking this agreement: *(This example was for a student frequently swearing but can be changed to suit circumstances)*

- Student and mum understand that if he swears at any member of staff in a way that has resulted in this recent FTE, that it will result in immediate referral to isolation and follow up consequences as below...
- If the language is extreme then this will result in the student being sent home (FTE) and returning to after school club to do a 1-1 session and possible extended after school club the following day
- Such language may also result in a longer Fixed term Exclusion

What Parents/Carers agree to do:

- Encourage and support their child in all that they do.
- Ensure that student attends regularly.
- Ensure that student comes to the Centre in full uniform.
- Inform the Centre office of absence from school or of any problems that might affect the child.
- Attend Review meetings and reintegration meetings where appropriate

Signed _____ (Student)

Signed _____ (Parent/Carer)

Signed _____ (School staff)

Appendix 5 – Astrea Sanction Stages for negative behaviour

Behaviour and Sanctions

All scholars deserve disruption-free learning to ensure a positive learning environment so that every scholar is able to maximise their potential.



Astrea Academy Trust
A LEARNING OF POSITIVE EDUCATION

01

In Classroom - Verbal Warning
Issued to a scholar to remind them to correct their behaviour. The Verbal Warning is recorded to allow staff to track trends and intervene.

Out of Classroom – Correction
Issued to scholars who are not following the school rules and expectations whilst transitioning between lessons and at social time (before/after school, break & lunch).

After School Detention
If a scholar persists in their negative behaviour after being issued with a Verbal Warning or Correction, an after school detention will be issued. Pupils could receive up to two detentions in a day before this escalates to the next level. If a scholar does not attend the after school detention, they will be placed in the Reset Base the following day.

02

03

Triage / Reset Base
If a scholar has continued to display negative behaviour after being issued with a detention, they will be expected to take themselves to Triage for a 'reset period'. Scholars will either return to lessons or, where the level of disruption requires, they will attend the Reset Base for a day.

04

Suspension
If, despite the strategies deployed within the Reset Base, a scholar continues to disobey the rules and display negative behaviours, they will receive a fixed term suspension. All scholars who receive a fixed term suspension will spend a day in the Reset Base upon their return as part of the reintegration process.

05

05

Permanent Exclusion
Issued for a serious breach or persistent breaches of the school's behaviour policy; and where allowing the scholar to remain in school would seriously harm the education or welfare of the scholar or others in the school.

05



Appendix 6 – Sanctions Classifications Chart

Examples of disruptive behaviours that result in this sanction		Examples of behaviours that result in immediate referral to the Reset Base leading to a possible suspension
Verbal warning	Detention	
If the teacher is stopped teaching – then there is a need for verbal warning	Continuation of behaviour beyond a verbal warning	Continued disruption to learning
Disruption to learning /talking over the teacher	Late to the academy or lesson	Verbal abuse towards a member of staff or another scholar
Failure to follow an instruction first time	Chewing gum	Threatening behaviour
Lacking equipment/ scholar handbook	Not completing homework	Refusal to hand over a mobile phone/electronic device
Rudeness towards another scholar	Inappropriate language	Swearing
Not following the seating plan	Repeatedly lacking equipment/ scholar handbook	Bringing in a prohibited item or substance
Failure to start a task	Repeated verbal warnings	Under the influence of drugs/alcohol
Uniform issue	No PE kit	Bullying
Unsafe behaviour (e.g. swinging on their chair)	Misappropriating personal or academy property	Using discriminatory language
	Unsafe conduct e.g. climbing fences, walls or accessing the roof	Smoking / Vaping
	Defacing and or damaging property	Refusal to attend a detention
	Littering or soiling the academy	Physical assault towards a member of staff or another scholar
	Throwing or splashing water	Failure to comply with a search
	Uniform infringement	Theft
	Electronic device infringement	Truancy
	Truancy	Stealing personal or academy property

Appendix 7: Prohibited Items

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco products, including tobacco, cigarettes, cigarette papers, E-cigarettes, vape cartridges
- fireworks;
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material);
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned