



Behaviour and Ethos Policy

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INTRODUCTION

Astrea Academy Sheffield's Behaviour and Ethos policy creates the conditions for outstanding learning and the encouragement and development of our pupils into rounded citizens. With the academy mantra of 'Sapientia Ducet Ad Astra meaning – Wisdom leads to the stars' we believe, that every pupil has the right to learn and every teacher has the right to teach.

Our pupil will realise their impact on society and potential to be active citizens shaping and leading their community. These aspirations are reflected through our vision, core values and expectations and recognised through rewards and celebrations.

'Be kind whenever possible. It is always possible!'

- Dalai Lama

Astrea Academy Sheffield – Mission Statement

Astrea Academy Sheffield has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended 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. We are committed to the service of young people and to helping them play their full part in society.

- In light of this we aim to:
- Provide every pupil with the knowledge, skills, self-belief and motivation to be successful in their learning and lives
- Welcome, value and respect all who come to the school
- Build a community based on justice and a sense of personal responsibility
- Provide opportunities for all to experience true contribution to the community whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths
- Promote dialogue and co-operation with the wider community

Our Core Values Are:

At the heart of everything we do, our core values are centred around:

- Commitment and curiosity
- Co-operation and compassion
- Sense of identity and confidence
- Individuality and tolerance
- Reliability and humility
- Respect and responsibility
- Vision and ambition

AIMS OF WHOLE SCHOOL BEHAVIOUR POLICY

- to reflect the values expressed in our academy vision, core values and aims
- to make clear the positive and constructive rules of conduct as agreed by governors, staff, parents and pupils
- to set the framework for rewarding positive and responsible behaviour
- to make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards

THE OBJECTIVES OF THE WHOLE SCHOOL BEHAVIOUR POLICY

- to ensure the school is a safe and supportive environment for all
- to ensure that all members of the school community are shown respect and show respect for others
- to encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- to ensure that the environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour
- to ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our pupils. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents. To this end **The Home/ School Agreement** has been drawn up which reflects the expectations of Astrea Academy Sheffield for all pupils aged 2 – 18.

HOME ACADEMY AGREEMENT - SECONDARY

Astrea Academy Sheffield recognises that the successful development of its pupils depends on an effective partnership of Academy, pupils and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:



The Academy will:	As parent/carer, I/we will:	As a pupil, I will:
<ul style="list-style-type: none"> <input type="checkbox"/> Provide a learning environment that is stimulating, safe and caring <input type="checkbox"/> Treat everyone with respect <input type="checkbox"/> Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential <input type="checkbox"/> Report regularly on each pupil's progress <input type="checkbox"/> Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility <input type="checkbox"/> Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns <input type="checkbox"/> Record and reward good progress and performance <input type="checkbox"/> Offer extracurricular activities that will develop broader skills to prepare for life and the world of work <input type="checkbox"/> Detain your child where they have not met expectations <input type="checkbox"/> Inform you if your child has detention rather than attending enrichment if he/she fails to meet the Academy's standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school <input type="checkbox"/> Encourage my/our child to work hard and support them in homework by checking and signing the planner each week <input type="checkbox"/> Attend consultation evenings and discussions about my/our child's progress <input type="checkbox"/> Support the academy's policies and guidelines as outlined in the Parents' Handbook <input type="checkbox"/> Allow my/our child to attend off-site visits <input type="checkbox"/> Agree to the detention policy of the academy <input type="checkbox"/> Agree to the biometrics policy of the academy <input type="checkbox"/> Make sure that time is not taken out of school unless it is urgent <input type="checkbox"/> Agree to my/our child's photograph or film/video footage being taken for the academy's use and for use by Astrea Trust. <input type="checkbox"/> Encourage my/our child to participate in the extracurricular opportunities offered by the school 	<ul style="list-style-type: none"> <input type="checkbox"/> Be an ambassador for Astrea Academy Sheffield <input type="checkbox"/> Work hard in class and at home, so that I can achieve my full potential <input type="checkbox"/> Treat others as I would wish to be treated <input type="checkbox"/> Put the needs of others before my own <input type="checkbox"/> Be proud of my school <input type="checkbox"/> Attend the academy in correct uniform, be on time and be properly equipped <input type="checkbox"/> Use my planner to organise my homework and record my achievements <input type="checkbox"/> Keep the academy rules, behave responsibly and be polite to others in the academy and in the wider community <input type="checkbox"/> Understand that any misbehaviour whilst wearing Academy uniform will be dealt with as if the incident occurred at school <input type="checkbox"/> Take part in extracurricular activities offered by the school <input type="checkbox"/> Care for the environment – in and out of school <input type="checkbox"/> Complete homework on time <input type="checkbox"/> Attend detentions <input type="checkbox"/> Attain excellence <input type="checkbox"/> Be someone others can be proud of

Date.....	Date.....	Date.....
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HOME ACADEMY AGREEMENT - PRIMARY



	Academy	Home	Pupil
<p>Teaching and Learning: pupils deserve the highest possible standard of teaching and support to help them learn.</p>	<p>Our academy will:</p> <ul style="list-style-type: none"> Place an emphasis on literacy and mathematics to ensure mastery Provide an enriched curriculum which challenges and motivates Use regular assessment to track pupil progress 	<p>Home will:</p> <ul style="list-style-type: none"> Take an interest in what their child is learning Support the academy's philosophy of high expectations for all Participate, where possible, in class activities and off-site visits 	<p>Pupils will:</p> <ul style="list-style-type: none"> Come to school ready to learn Work hard in all lessons Complete their home learning everyday
<p>Attendance: pupils have the right to education and parents have a legal responsibility to make sure children attend regularly.</p>	<p>Our academy will:</p> <ul style="list-style-type: none"> Contact parents on the first day of unknown absence Contact parents of children who regularly arrive late for school 	<p>Home will:</p> <ul style="list-style-type: none"> Make every effort to make sure that their child will attend school every day and on time Inform the school as soon as possible about any absence and the reason for it Avoid taking children on holiday during term time 	<p>Pupils will:</p> <ul style="list-style-type: none"> Attend school every day and arrive on time
<p>Behaviour and Ethos: pupils learn best in an orderly environment where everyone knows what is expected of them.</p>	<p>Our academy will:</p> <ul style="list-style-type: none"> Have a behaviour policy which creates a safe and caring environment for everyone Make sure that all staff, pupils and parents know what behaviour is expected Consistently implement the behaviour policy sanctions and rewards 	<p>Home will:</p> <ul style="list-style-type: none"> Give praise at home for good behaviour and attitude at school Work with the school to find solutions in cases of unacceptable behaviour Make sure their child wears the correct uniform everyday Make sure their child comes to school with the necessary equipment and books 	<p>Pupils will:</p> <ul style="list-style-type: none"> Keep school and class rules Have a positive attitude to learning and school Wear the correct uniform everyday Come to school with the correct equipment and books

<p>Home Learning: learning at home has an important part to play in helping pupils to achieve.</p>	<p>Our academy will:</p> <ul style="list-style-type: none"> • Keep parents informed about home learning • Provide suitable materials and advice on home based activities and how to help • Mark home learning promptly and give constructive feedback 	<p>Home will:</p> <ul style="list-style-type: none"> • Encourage their child in home learning and sign the school diary every day • Encourage their child to read every day • Encourage their child to practise playing their musical instrument everyday (if appropriate) 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Complete all home learning set and return it to school on time • Read everyday • Practise their instrument everyday (if appropriate)
<p>Communication: good communication between home and the academy is essential to make sure that pupils get the support they need.</p>	<p>Our academy will:</p> <ul style="list-style-type: none"> • Make sure that parents have information about their child’s progress, behaviour and general academy matters • Make sure that parents are informed about what their child is learning • Make sure they listen to parents’ concerns and do their best to help 	<p>Home will:</p> <ul style="list-style-type: none"> • Tell school about anything that may affect their child’s learning or behaviour • Attend parent evenings • Raise concerns promptly and directly with the school 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Take letters, notes and reports from school home and give them to their parents • Talk with parents and teachers about any worries in school

THE PUPIL CODE OF CONDUCT

Our rules are there to make Astrea Academy Sheffield an excellent place to be for everyone.

Our pupil Code of Conduct outlines the expectations for our pupil s:

- in the community of Astrea Academy Sheffield
- in lessons
- in the local and wider community

All of our pupil s will be taught to:

- Wear their uniform with pride
- Be prepared for learning
- Communicate politely and effectively to each other, staff, members of our local community and to all visitors to the academy
- Make sensible choices and avoid risky behaviour
- Display the Academy values of a relentless commitment to excellence – every day

CODE OF CONDUCT

This code of conduct appears in all pupil planners.

In the **community of Astrea Academy Sheffield**, I must:

<input type="checkbox"/> Listen to members of staff and follow instructions politely and calmly
<input type="checkbox"/> Be polite, display good manners to all I encounter: staff, visitors and fellow pupils and treat all people as I would wish to be treated taking responsibility for my own actions
<input type="checkbox"/> Go straight to lessons , holding doors open for others when corridors are busy, enter quietly and site where asked

<input type="checkbox"/> Be ready to learn , in full uniform; the correct equipment and your planner/homework books
<input type="checkbox"/> Walk quietly in a single file in corridors and stairs, keeping to the left , following the one way system without running or causing a disturbance
<input type="checkbox"/> Respect other people's privacy and family life so they are not offended by what I say or do
<input type="checkbox"/> Never insult, undermine or swear at any member of staff, visitor or pupil
<input type="checkbox"/> Never rush, fight, play-fight or engage in any other form of physical abuse on anyone at anytime
<input type="checkbox"/> Never touch other people's property, and treat their belongings with respect
<input type="checkbox"/> Set an example to younger pupils
<input type="checkbox"/> Respect the academy environment , helping to keep it safe and clean . Do not drop litter.
<input type="checkbox"/> Report any inappropriate behaviour that affects your learning or safety to a member of staff

In lessons to help me achieve, I will:

• Make learning my priority and understand there are no shortcuts
• Be on time for school and all lessons
• Bring my planner , water bottle and all other equipment necessary for school every day
• Enter the classroom silently, greet the teacher, stand behind our chairs
• Settle down to the starter activity straight away
• Show respect for my own learning and that of others by being silent when requested
• Be an active learner engaging with all activities
• Respect other people's responses and questions and learn from them by active listening and following the speaker with my eyes
• Always record homework in my planner and complete homework on time and to the best of my ability
• Drink water when necessary from the appropriate water bottle, but never eat or chew in class
• Make sure I catch up with my learning when I am absent from school or behind in my work

To **take pride in the Academy's surroundings** and support the planet I must:

Help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in

Always be **'ECO' aware**

- shut down PC"s and any electrical items, not leave them on standby
- never, ever drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy

Never, ever indulge in **graffiti**

Only eat in the dining hall, never in corridors

Remember **fizzy drinks, chewing gum and sweets** are banned from Astrea Academy Sheffield

To show that I am an ambassador for which the Academy can be proud I will...

- **Dress smartly**, in correct uniform at all times, including to and from the academy
- **Care** for my uniform by **hanging** it up at the end of the day and keeping it clean and well pressed
- Have respect for the Academy's **neighbours** and be helpful and considerate in the local community
- **Be aware** of other people around me – on the streets, in shops, on buses and trains – **never shout** or behave in a way that will affect others (we **share** pavements, buses/trains)
- **Speak quietly** and politely to my friends
- **Offer my seat** where possible to an older person/mother with young children
- Make my way to and from Astrea Academy Sheffield quickly and not congregate in large groups on the streets

I understand that there will be consequences if I do not adhere to the Code of Conduct.

ROUTINES AND EXPECTATIONS

The following routines and expectations apply to all pupils and will be rigorously and consistently upheld:

1. Before arriving at school all pupil will:

- a) Eat breakfast or leave home with enough time to eat at breakfast club.
- b) Make sure that all homework is complete.
- c) Pack their bag with the following items:

- Current reading book
- Pupil planner
- 1 x pencil case with the following contents:
 - 2 x black or blue writing pens
 - 1x red writing pen
 - 2 x highlighter pens
 - 2 x sharpened pencils
 - 1x rubber
 - 1 x 12 inch ruler
 - 1 scientific calculator
 - 1 x protractor
 - Dictionary/Thesaurus
 - Coloured pencils
- 1 x water bottle – full
- Books/folders for that day
- Sports kit if required

(The last two items is all that is required for Pre Prep)

- White eraser fluid is banned from the academy

2. Uniform: On arrival at Astrea Academy Sheffield all pupils will:

- a) Be in full uniform
- b) Have their uniform checked by their form tutor (class teacher pre – prep) in the morning
- c) You will have one opportunity to be in the correct uniform. If you are not, a note will be written in your planner for your parents/carers (Pre Prep teacher phone home). A **second occasion** not in correct uniform will result in you being sent home. If we cannot contact your parents, you will spend the day away from your normal lessons.

3. Walking around school and moving to/from lessons:

- a) Follow instructions from any member of staff or adult first time.
- b) Move to lessons once your teacher has dismissed you.
- c) Hold doors open for others.
- d) **Never run.**
- e) Walk on the left-hand side of the corridors and stairways and follow the one way system.
- f) Stay quiet on corridors and never shout.
- g) Maintain quiet and orderly atmosphere in the library.

4. All pupils will follow the same routines for entering the classroom:

- a) pupils will line up in silence outside their classroom and have their books and equipment out, ready to enter the class
- b) The teacher will greet the pupils at the door
- c) All pupils will move silently and immediately to stand behind their allocated seat and put their equipment on their desk
- d) All pupils will start the starter activity in silence, whilst the teacher takes the register.

5. During a lesson all pupils will:

- a) Put their hand up and wait for permission before asking or answering a question.
- b) Always speak in full sentences.
- c) Be an active listener.
- d) Celebrate the successes of others.
- e) See mistakes as steps on the road to understanding.
- f) Help maintain a supportive culture based on respect and teamwork.

6. Moving to and from assemblies/examinations:

- a) Pupils will line up in their year groups and form groups (teaching groups in Primary) in alphabetical order, unless the form tutor/teacher decides to make changes.
- b) Pupils will move in silence from line up/classrooms to their destination.
- c) Pupils will sit in silence unless directed to speak.
- d) Pupils will be asked to stand at the beginning of the assembly with their form tutor at their side
- e) Form groups/classes will have the same area each assembly
- f) At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all Pupils will remain in silence whilst they are dismissed by their tutor or senior leader.
- g) Form Tutors or teachers will sit with their form group/class
- h) All teaching and associate staff will attend whole school assemblies and awards ceremonies
- i) The pupils will then walk quietly to their next lesson
- j) Staff will go on to the corridor to ensure pupils walk quietly to their next lesson.

7. During break and lunchtime all pupils will:

- a) Use their break and lunch time effectively:
- b) Drink some water, go to the lavatory, meet with any member of staff to address any concerns, complete any work or revision that is required.

- c) Line up quietly outside the dining hall.
- d) Say thank you to catering personnel.
- e) Clear away your own tray, plate and cutlery and maintain an orderly environment at all times.
- f) Only play ball games in the allocated areas.
- g) Follow all school rules to maintain a calm and pleasant environment for all.
- h) Do not gather in large groups.
- i) Keep hands and feet to themselves at all times.
- j) Do not wear any hood up. If a pupil is cold they should wear hats.

8. At the end of the school day all pupils will:

- a) Make sure they have everything they need to complete their homework.
- b) Walk quietly through the Academy exits.
- c) If getting public transport, wait quietly by the bus stop.
- d) Get onto the bus one pupil at a time.
- e) Give up their seat to a member of the public.
- f) Talk quietly and never shout.
- g) Remember at all times they are representing Astrea Academy Sheffield.

REWARDS

The role of rewards in recognising and promoting Astrea Academy Sheffield's values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. **Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a pupil's strengths.** The rewards policy operates within this guiding principle. The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, fostering a tangible sense of belonging.

REWARDS SYSTEM

The reward system centres on the awarding of merit marks.

Astras: Lower and upper senior

Stars: Pre Prep and Prep

- Merits/Stars will be based and awarded on the 7 core values of Astrea Academy Sheffield:
- Commitment and curiosity
- Co-operation and compassion
- Sense of identity and confidence
- Individuality and tolerance
- Reliability and humility
- Respect and responsibility
- Vision and ambition

These 7 core values represent and support Astrea Academies trust 'value Partners:

- Responsibility and Leadership
 - Enjoyment and Innovation
 - Aspiration and Development
-
- Any pupil who earns 5 astras or stars will be awarded a *commendation certificate*.
 - *In lower/upper senior* astras are recorded in the pupils planner in the form of a sticker. The member of staff will sign the merit and tick the relevant core value. They will then enter this merit on our MIS system (TBC)
 - *In Pre Prep, (stars) are recorded on a class chart weekly. The children with the most stars receive a commendation certificate in the Friday celebration assembly.*
 - Astras and commendations can be cashed in to 'buy special items from the school shop such as stationary and various vouchers.
 - Each department (or primary classroom) needs a display for pupils explaining how to earn astras/stars in their department. Different subjects can create their own criteria for the 7 core values. For example, awarded for:
 - strong oral contributions (**Sense of identity and confidence**)
 - helping another pupil (**reliability and humility**)
 - strong test/homework performance (**Vision and Ambition**)
 - improvement in levels (**individuality and tolerance**)
 - Senior Leaders and the Principal may award another award that sits beyond astras and stars. This will lead to a silver commendation certificate.
 - Likewise the Principal will award an Academy Award 'Sapeineta Ducet Ad Astra' for strong support for the ethos of Astrea Academy Sheffield, representing the Academy in some way or to pupils sent to her for special recognition (particularly for excellent academic achievement).

Living the vision around the Academy

- Teachers are entitled to award a pupil an astra/star for demonstrating kindness, thoughtfulness or selflessness.
- Examples of this type of behaviour might be:

- a) Picking up litter, maintaining the school environment.
- b) Helping another pupil if lost/stuck.
- c) Helping a visitor.
- d) Assisting staff with open evenings/school events.
- e) Contribution to local community – voluntary work, reading at local primary school etc.

Rewards and commendation assemblies

- At the end of each half-term there will be a commendation assembly for each year group to acknowledge the successes of our pupils and the commendations they have received.
- In pre prep there is also a weekly celebration assembly
- On the end of each half term there will be an Assembly. ‘The Rewards Assembly’ which only recognises the special achievements of pupils and staff in our academy.
- Please see the diagram on the following page for a full breakdown of what is celebrated when.

Displays

Effective display is an essential part of a great academy. It celebrates our core values and reflects pupil achievement in the broadest sense, from academic excellence and progress to our participation and active involvement in the vast array of events and enrichment activities on offer. Our display not only celebrates what we do but who we are. We are a diverse community and very proud of this fact and this is something which is celebrated in our displays.

- Astra and Stars notice boards to enable the Academy to celebrate achievements in all spheres of school life.
- Pupil work is regularly displayed in curriculum areas.

- Sporting, musical and all other achievements are acknowledged.

Positions of Responsibility

Giving pupils positions of responsibility is a tangible way of rewarding hard work and good effort.

Positions currently include:

- Lower Senior: Year 7 Prefects (by ballot)
- In forms - form captains, school council representatives, librarians, peer mentors.

Collecting and managing Astras

- Tutors and teachers can analyse merits/stars by looking on our MIS system
- Stars and Astras display charts should also be kept up to date in the Form room This is the responsibility of the Form Tutor and their tutees.
- Astras can also be removed for poor behaviour. If a member of staff wishes to remove an astra or star, they must see the Principal

Our reward system in Astrea Academy Sheffield is in its infancy. There are preparations to include a house system during year one, which will include House Captains, Vice Captains and Sports Coaches. Adjustments to the timing and nature of awards will emerge and develop over the years. We will always be responsive to the achievements and efforts of our pupils and recognise the positive reinforcement of praise.

CHAMPION TEACHING TECHNIQUES

It is our belief that every child can demonstrate exemplary behaviour and make outstanding progress. This is made possible by ensuring lessons and activities are engaging and challenging at the right level so that pupils have a reason to behave. Teachers manage pupil behaviour in subtle and sophisticated ways using the techniques outlined here.

At Astrea Academy Sheffield we insist on:

- **silent entry to every lesson**
- **answering in full sentences**
- **one person speaking at time**
- **100% compliance**

Classroom management techniques

You will need to make your expectations for each of these techniques clear to pupils and practise them carefully. When done well, these will enable minimum time to be wasted in your lesson. Watch the clips for each technique for examples. For further guidance consult “*Teach like a Champion*”, Doug Lemov.

Seating pupils

Prearrange seating plans and admit them one by one pointing to their seat. Please ensure your seating plans take into account each individual child and their needs.

Use countdowns

During the countdown pupils can be reminded of what you expect to see/happen once you get to 1. Countdowns give pupils notice that you are stopping an activity so they can finish their sentence/discussion. You may wish to establish a routine of using countdowns with your class.

Count down compliance and completion

Use this to say to the class, how many pupil you're waiting for (to finish/fold their arms/put pen down etc.) E.g. 'I'm still waiting for two..' I've got 5 left, 4 left..' or 'I've got Samia but not yet Corey'. Equally, praise those pupils who have done what you have asked.

Clap (particular for Pre Prep and Prep)

Clap a rhythm for pupils to repeat in order to get silence or to finish an activity. You can also clap a rhythm and expect two claps back. Look for 100% clapping in the response from pupils, clap a second time if needed.

Share time limits in advance

Use timers on the board to set the time limit for an exercise. Pupils know how much time is left. Use irregular times to build pace and a sense of urgency e.g. 3 and a half minutes.

Use cold calling lollipops and playing cards

This ensures pupils feel accountable in their lessons and they will attempt an answer because they have been chosen fairly and at random. In questioning sections of the lesson leave out the lollipop stick once you've asked the pupils and replace them all when finished, ready for the next section later on. If a pupil can't answer, use 'No Opt Out'. When using lollipop sticks, ask the question first, so all pupils are encouraged to think what their answer might be. Then call out the name. If you know a particular pupil will need more thinking time, call their name out first. You can also nominate a pupil to pick the lollipop sticks as in this clip.

No opt out

If a pupil can't answer, ask the question back to the class, or ask the pupil to phone a friend to get the answer. In all cases the pupil should have to say the answer themselves once someone else has given it. It is also good practice to find another opportunity within the lesson to ask the pupil for the answer again.

Put resources on desks in advance or teach pupils to collect/give out resources in a systematic way

This saves time in your lesson and limits transition time to the next activity, particularly if pupils are given a time limit to do it in.

100%

Don't be afraid to stand, stare and wait for 100% compliance. At Astrea Academy Sheffield, we aim for 100% of pupils doing what has been asked of them. Monitor your pupils to ensure each one of them is participating in the way you expect.

Tackle lack of compliance by using the least invasive form of correction:

- Use non verbal signals to show pupils what they should be doing (e.g. folding arms)
- Repeat the instruction (or point to it)
- Use non verbal signals to indicate waiting for 100% e.g. stare, looking away
- Praise those pupils who have it right
- Use ***Countdown to compliance***

Strong Voice

Key Principles:

Key Idea: Some teachers have it— as soon as they enter a classroom, they're in command. We can't bottle it but we can copy it. Here are **five** ways that they signal their authority in their classroom.

Economy of Language: Fewer words are better when you need control. Show them you are calm and know clearly what you want. Focus their minds on nothing but the essentials.

Do Not Talk Over: Show your words matter by not talking if pupils are talking.

Do Not Engage: Once you set the topic, don't engage in their topic until you're satisfied.

Square Up and Stand Still: Move towards trouble. Face it with both shoulders. Bend in to show you're not afraid. Use formal body language – hands behind your back. Stand stock-still to show there's nothing else on your mind.

Quiet Power: Quieter and slower under pressure signals that you are calm, composed and in control.

Use the least invasive form of intervention

- **non-verbal intervention** – avoid the death spiral
- **positive group correction** – fix the ones that you can see, and the ones that you don't see.
- **anonymous individual correction**
- **private individual correction**
- **lightening quick public correction** – don't reward poor behaviour
- **Consequence** – speed not size

Use these because:

- To avoid breaking the thread of learning

- The more invasive the intervention, the more you reward pupils exhibiting poor behaviour

PIC (Private Individual Correction)

When you have used all of the least invasive interventions and a pupil has still failed to comply, you will need to speak to a pupil about how they can fix it for next time.

6 principles of PIC

- **What to do** – expectations were made clear
- **Task for the class** - waited for class to start task
- **Privacy** – close to pupil and whispered out of ear shot
- **Civil and polite** – speaking on her level and ‘Thank you’
- **It’s still circulating** – you can see the rest of the class
- **Emotionally constant** – they do not show anger

Give clear instructions and repeat them and get them to repeat them back

Instructions can be verbal and repeated and also written on prepared resources (e.g. PowerPoint) beforehand.

Use non verbal signals

e.g. disapproving stare, point to the floor, pointing etc

Be explicit about expectations

Is it individual work in silence? What does silence mean? Be explicit. Let them know the first 5 mins is silence but it will be followed by 2 minutes discussion or checking with their partners. Make it time limited. Are pupils clear on whom they are working with? Teach the pupils how you would like them to work when you set paired or group tasks. Practise how they will interact, what active listening looks like.

Techniques for dealing with challenging behaviour:

Do.....

- Repeat the instruction
- Drop your voice and slow down your speech if they refuse to follow instructions. Annunciate your words very clearly.
- Give clear warnings about forthcoming consequences
- Follow the sanctions outlined in “procedures for dealing with disciplinary problems in lessons” in this policy
- Stay calm, remember you must be seen to be in control (the class will start to enjoy themselves if you lose it)
- Deal with individual pupils privately not publicly in front of the class
- Encourage them to accept responsibility for their poor choices and poor behaviour-by asking and repeating, if necessary, closed questions. For example,
“Was that acceptable behaviour – yes or no?”

- Outline two choices that they can make and state the possible consequences - “You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x.”

Don“t.....

- Be sarcastic
- Set tasks which are either too hard or too easy
- Label pupils as stupid or incapable of making progress
- Show your irritation or scream or shout
- Remove from your lesson without having used a number of stepped responses
- Over react
- Threaten punishments which you have no intention of issuing or you do not think you will be able to enforce.
- Make it personal – “stop being such a thug”. Talk about the behaviour not the pupil. Instead, say „keep your hands to yourself”
- Take it personally. It is our responsibility to manage these behaviours.
- Ignore disruption

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LOWER AND UPPER SENIOR LESSONS

The systems for managing pupil behaviour are only effective **if they are applied consistently to every pupil**. The 3 levels are designed to make it easy for any member of staff or visitor to apply the Astrea Academy Sheffield behaviour and ethos policy consistently and for pupils to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a pupil **MUST** be issued with 2 verbal warnings before they are moved class. If a pupil challenges the issuing of a first verbal warning or demonstrates any type of rudeness they are immediately removed from that classroom.

A) Learning disrupted by persistent low-level disruption and/or failure to follow code of conduct for lessons as outlined in the pupil planner:

1. Rule reminder identifying the unwanted behaviour
2. Warning (name written down)
3. If disruption persists, write 'second warning' in their planner, inform tutor
4. If disruption persists – departmental relocation to another classroom in the department for the rest of that lesson
 - a) classroom teacher to give work to pupil and send them to another classroom with their planner
 - b) classroom teacher to enter relocation on MIS system, inform tutor and HOD
5. Where the incident is serious i.e. aggression, violence, abusive language or refusal to leave the classroom and go to another classroom SLT on call should be called. **Please refer to the procedure for a serious incident. Inform Tutor and HOD.**
6. Reconciliation with pupil by the end of the day. This should be led by the subject teacher and/or Vice Principal for Behaviour and Ethos.
7. If a pupil is relocated several times in one week, the Vice Principal and/or form tutor will contact the parents to discuss the concerns. If relocations are from the same subject head of department should make contact with the parents.

B) Defiance or rudeness to an adult or cussing another member of the class:

Examples might be challenging the issuing of a verbal warning, talking back, being openly defiant, refusing to move when asked to change seat or cussing another member of the class, open bully or abuse to another pupil:

1. Move straight to **departmental relocation**
 - a) classroom teacher to give work to pupil and send them to another classroom with their planner

- b) classroom teacher to enter relocation and 60 minute departmental detention on MIS and inform Head of Senior Support
- c) write detention in planner once entered on MIS, inform tutor and HOD

2. Reconciliation with pupil by the end of the day. This should be led by the subject teacher, HoD or Vice Principal.
3. If the pupil is not taking responsibility for their poor behavior or refuses to leave the classroom, it should be treated as a serious incident and SLT on call should be contacted to collect the pupil. The teacher should complete an incident report and send it to the Vice Principal.

C) Serious incident - refusing to leave the class and go to departmental relocation, endangering the safety or threatening another member of the Astrea Academy Sheffield community:

See exemplar behaviours in Appendix 4 for what else might constitute a serious incident.

1. SLT on call
 - a) send reliable pupil to Principal's PA to phone SLT on call or email
 - b) Principal's PA or Head of Senior Support to request SLT be called
 - c) classroom teacher to give work to SLT member who will then escort pupil to another appropriate classroom
 - d) classroom teacher to tell SLT and HoD member what has happened (inform them it is a serious incident) and complete serious incident
2. An incident report should be completed and sent to the Vice Principal before the end of the day.

3. Pupil remains isolated for the rest of the day.
4. Vice Principal/HoD completes any necessary investigation. The length of stay in seclusion could be extended or discusses with Vice Principal pupils about whether to recommend exclusion to the Principal. Contact to be made with parents. Tutor and HOD to be informed.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN PRE PREP AND PREP

The systems for managing pupil behaviour are only effective **applied consistently to every pupil**. The 'Traffic Lights' are designed to **if they are applied the same by everyone** make it easy for any member of staff or visitor to apply the Astrea Academy Sheffield behaviour and ethos policy consistently and for pupils to see the transparency, fairness and speed of the system. The system below is designed to be open and transparent, but the teacher needs to be clear in their words and actions with every pupil. For a pupil to meet expectations it must be made clear where they are getting it right and what it is they need to change.

Description of behaviour	Action taken	By whom?
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<p><u>Green</u></p> <p>Pupils are ready to learn and are meeting expectations</p> <p>Pupils sit in STAR position ready to learn with their eyes on the speaker. Pupils follow teachers' instructions and observe learning conditions e.g.</p> <p>Silent individual work / Paired conversation / Group work / Class discussion</p>	<p>Name in Green traffic light</p> <p>Verbal Praise and 'Thank you'</p>	<p>Teacher</p>
<p><u>Amber</u></p> <p>Pupils have to be asked to follow an instruction or observe the classroom code more than once</p> <p>Pupils should be given a rule reminder before moving them into Amber. Please follow PIC principles when doing this. Examples of unwanted behaviours (this is not exhaustive)</p> <p>Swinging on chair Calling out Answering back Tutting/kissing teeth/eye rolling Failing to sit still on carpet or chair Being or talking off task Ignoring reasonable instructions</p>	<p>Rule reminder</p> <p>Name in amber traffic light</p>	<p>Teacher</p>

<p>Red</p> <p>Persistent and continued failure to follow instructions and meet expectations</p> <p>Where a pupil repeatedly fails to meet expectations and follow instructions.</p>	<p>Name in Red Traffic light 'Time out' - Minute per year of life with paired class</p> <p>Sleuth entry & Pupil is given a reflection sheet to complete</p>	<p>Teacher</p>
<p><u>Serious incident</u></p> <p>Leaving classroom without permission</p> <p>Fighting</p> <p>Walking away from a teacher</p> <p>Spitting</p> <p>Inappropriate language</p> <p>Vandalism</p> <p>Racist/sexist/homophobic remarks</p> <p>Theft</p> <p>Bringing weapons to the academy</p> <p>Bullying</p> <p>Threatening and aggressive behavior Assault</p>		

A CUMULATIVE RESPONSE TO CONTINUED POOR BEHAVIOUR

Where a pupil persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any pupil to not repeat these unwanted behaviours, the academy has a stepped response to poor behaviour. Running sided by side these cumulative responses, therapies, interventions and support will be continuously reviewed and agreed with parents and the Inclusion team.

Area of concern	Teacher action	Sanction
3 'Time-outs' in one day	Class Teacher calls parents that day and enters details on Sleuth	30 minute lunch detention the next day with Head of Pre Prep
3 Lunch time detentions (Friday to Thursday)	Head of Pre Prep calls parents, sends letter and enter details on MIS	60 Minute Lunch detention with Head of Pre Prep
3 Friday detentions	Parental meeting with Vice Principal/Head of Pre Prep letter home and details on MIS	1 Day in Internal exclusion

General points

In addition to the above systems, class teachers can detain pupils at break and lunch. This can be for one of several reasons:

- Failure to complete home learning
- Failure to complete tasks in class in time or to an acceptable standard
- Restorative conversations where a pupil can 'put things right'

Class teachers should be looking to catch them being good and issue a ratio of 5 rewards for every sanction. This includes verbal praise and warnings as well as recorded sanctions and rewards.

Teachers should give out stars for persistence, participation and excellence in every lesson, where a pupil exceeds 'green' expectations, particularly in the 7 core values. This can be for oral contributions or written work in a lesson or at home. All staff are expected to "catch" children demonstrating the 7 core values and reward accordingly.

Class teachers should make it a daily habit that they speak with parents. This should include pupils who have impressed you as well as those who have not met expectations.

A sanction, such as a 'time-out', without parental contact, will have little effect. Whenever you sanction you should communicate your concerns with parents.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY

The systems for managing pupil behaviour only function if applied consistently to every pupil. All pupils know the Code of Conduct and if a pupil breaks that code they must expect to face consequences.

Minor infractions of the code of conduct:

- 1.** For example: dropping litter, chewing gum, eating in the corridor, being in the corridors or grounds after lessons have started, causing a disturbance on the corridor.
- 2.** The member of staff who witnesses such an event will ask the pupil for their planner, and write a detention in it.
- 3.** The member of staff will then enter the detention on MIS system

More serious infraction of the code of conduct:

1. For example: not following instructions from a member of staff, using mobile phone in the Academy, refusing to give planner to a member of staff.
2. The member of staff who witnesses such an event will ask the pupil for their planner. If pupil refuses to give planner then pupils must be escorted to the nearest senior member of staff or their head of year.
3. The member of staff will then record the incident in the pupil planner and issue them with a detention for that day.
4. The member of staff must then log the detention on MIS system. Inform tutor.
5. The phone will be handed into reception with the child's name and form. The receptionist will then contact the parent to let them know the phone will be held until the end of the half term.

Serious incident:

1. For example: insulting, swearing at or undermining a member of staff or adult, graffiti, rushing or fighting, verbal or physical abuse to a member of staff, any illegal activity, damaging the Academy or fellow pupils property, wearing or displaying any 'gang' affiliated items, any type of bullying.
2. If safe to do so the member of staff witnessing the event should intervene – following the guidelines for the use of reasonable force.
3. A member of SLT should be called – sending a pupil
4. if necessary.

5. The incident now becomes a matter for the SLT and HOD of the pupil(s) involved. This now follows the same schedule as for serious incidents in the classroom. In other words the child should be removed to another room and passed to the member of staff on duty. They will be internally excluded for the rest of the day, whilst an investigation is completed. A decision about further action, such as the length of detention or possible exclusion if any is thought necessary, will then be taken. Tutor and HOD to be informed.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN THE WIDER COMMUNITY

Whilst a pupil is wearing an Astrea Academy Sheffield uniform they are bound by the rules and expectations of Astrea Academy Sheffield. Any pupil who breaks the code of conduct whilst in school uniform will face the same consequences as if they were in school. For example, behaviour at the bus stop or on the journey to and from the Academy is bound by the same rules as if in the Academy grounds. If unable to reprimand the pupil, the member of staff who witnesses any contravention of the code of conduct should go to the Academy reception to attempt to identify the pupil(s) concerned and report the incident to HOD/SLT. The HOD and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above.

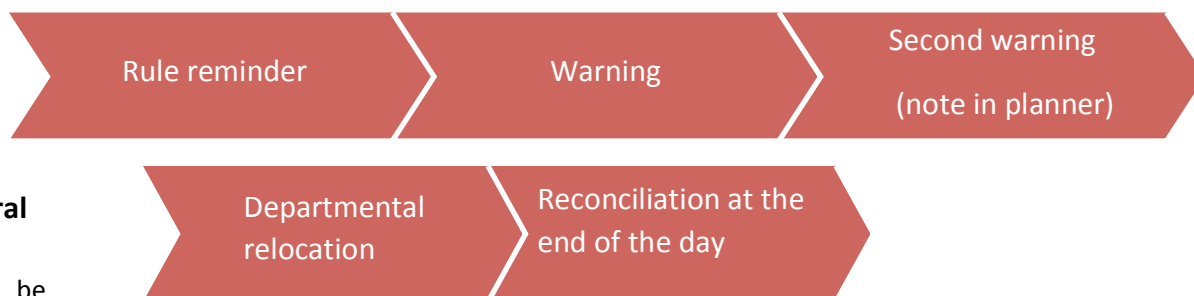
DEALING WITH MALICIOUS ALLEGATIONS

All members of staff are expected to treat pupils with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Sheffield Children's Safeguarding Board where appropriate.

Where an investigation concludes that the allegation was in the ‘balance of probabilities’, malicious, a decision will be taken by the Principal about what further action may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff’s reputation has been tarnished or they have suffered in the process. This policy should be read in conjunction with ‘Allegations of Abuse Against members of Staff’.

ANTI-BULLYING POLICY

Our Mission statement makes clear the entitlement of all in the school to be equally valued and respected and the responsibility of all to show understanding and respect for others. In the light of this, bullying in any form has no place in Astrea Academy Sheffield. Please refer to our Anti Bullying Policy for further information.



General

be
the planner.

- A sanction without parental contact will have little effect – whenever you sanction you should contact home.
- Keeping pupils back at break or lunch, either at a classroom or a department level, is an effective alternative to the central detention system and is encouraged!

points:

- Sanctions should be recorded on MIS and written into

Description of behaviour	Action taken	By whom?
Negative Phone call / Department Detention		
Lack of equipment or missing PE kit	Negative Phone call/department detention	Teacher
Unsigned or unprofessional planner	Negative Phone call	Teacher/Form Tutor
Missing HW	Phone call home / Department detention	Teacher/HOD
20 minute detention		
Late to school	20 min Lunch detention	Attendance officer
Late to lessons	20 min detention	Teacher
No Planner	20 min detention	Teacher
Poor corridor/ line-up behaviour	Negative phonecall	HOD/Teacher
Continued disruption/ lack of focus/ co-operation	20 min detention	Teacher
1 hour detention		
Missing a 20 / 40 minute detention	1 hour detention	Head of Year
Truancy from a lesson	1 hour detention	Teacher/HOD/HOY
Possession of phone/ jewellery /mp3/head phones	1 hour detention +confiscate until half term	Teacher

Eating food outside the dining hall / chewing / dropping litter	1 hour detention + items placed in bin	Teacher
Rudeness/defiance/answering back/rolling eyes	1 hour detention	Teacher
Inappropriate language; cussing other pupils; bullying	1 hour detention + department relocation	Teacher
Repeated or serious disruption of learning	1 hour detention + department relocation	Teacher
2 hour detention		
Missing a one hour detention	2 hour detention	HOD
Refusing to leave the classroom or accept a 1 hour detention	SLT relocation to seclusion and 2 hour detention	SLT
Any threatening or violent behavior to your fellow pupils	SLT relocation to seclusion and 2 hour detention	SLT/HOD
Flat refusal to follow clear and reasonable instructions	SLT relocation to LSU and 2 hour detention	SLT/HOD
Exclusion Recommendation		
An accumulation of poor behaviour	See Principal	Vice Principal
A one off serious incident	Telephone call home Inform Principal	SLT

Serious incidents	Serious action
<ol style="list-style-type: none"> 1. Missing a 2 hour detention (2) 2. Persistent and continued disruption (1 – 4) 3. Continued rule breaking (1 – 4) 4. Defiance (1 -4) 5. Serious and continued Bullying (1 – 4) 6. Fighting (1 – 4) 7. Threatening or abusive behaviour (2 – 4) 8. Violence or assault (2 - 4) 9. Sexually inappropriate behavior (2-4) 10. Using drugs or alcohol (3 - 4) 11. Bringing weapons to the academy (4) 12. Supplying drugs (4) 	<p>Responses to these incidents should always be discussed with the Principal, or Vice Principal if unavailable. However, the response will be one of the following, once investigation is complete.</p> <ol style="list-style-type: none"> 1. Relocation to seclusion 2. Day in LSU +2 hour detention 3. Fixed term Exclusion/Off-site Education 4. Permanent exclusion or managed move

Confiscation of inappropriate items

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or ‘legal highs’. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

DfE 2012

It is the policy of this school that no child should bring any drug to school without permission. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school

office for safekeeping. Any medication needed by a child whilst in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will / may be punished by a fixed-term exclusion. If the offence is repeated, the child will / may be permanently excluded, and the police and social services informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will / may be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with a senior member of staff.

If the offence is repeated the child will / may be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will / may be permanently excluded from the school. The relevant CYPS, the police and social services will also be informed.

Power to use reasonable force - Positive Handling, Physical Intervention

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.

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.

The actions of staff will always be in the best interest of the child 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.

Reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

DfE Guidance 2013

Exclusion

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently.

If the Principal excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, make representation regarding the exclusion to the governing body. The school informs the parents how to make any such request.

The Principal informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days (10 lunchtimes) in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any representation made by the parent/guardian on behalf of the governors.

When an independent review panel meets to consider an exclusion, they consider the circumstances in which the child was excluded and any representation by parents and the LA.

Fixed term exclusion

The Academy will use these when a serious incident occurs, or persistent misbehaviour and disturbing the learning of others continues after other sanctions have been used. All incidents are investigated fully and pupils are given the opportunity to make a written or verbal statement. The Principal will consider all exclusions in line with current regulations.

Where exclusions are issued, telephone and letter will inform parents about the nature of the incidents and the possibility of exclusion. Pupils will be issued with work for the period of their exclusion and a reintegration meeting/interview will be held prior to readmission.

Parents are expected to attend. During days 1-5 of an exclusion parents are legally responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place without reasonable justification. As part of the reintegration process a child may be required to spend a day in Seclusion. The Academy is always exploring alternatives to fixed term exclusions.

Reference:

Education and Inspections Act 2006

Education Act 2011

Training

Staff and Associate Staff will receive yearly refresher training. New staff will receive an induction which will include a session on the behaviour policy and expectations at Astrea Academy Sheffield.

Confiscation and Search

Confiscation is used as a disciplinary penalty/sanction at Astrea Academy Sheffield. Items that may be confiscated include those that are listed on the core expectations, or items that may be deemed to be interfering with learning or that could impact upon the welfare, health and safety of other members of the Academy community. Possessions in relation to a pupil include any item over which they appear to have control. Staff have the right to seize, retain and/or dispose of such items. Whilst every effort will be made to return such items at a given time, the Academy does not accept liability for these items. Where appropriate parents may be requested to collect items from the Academy. Where pupil's refuse to 'hand over' items to a member of staff, powers of search may be used.

Powers of Search

If suspicion remains and the pupil does not surrender the item staff should refer the matter to the SLT duty teacher.

At Astrea Academy Sheffield the powers of search are given to;

1. The Principal
2. Vice Principals
3. Assistant Principals/Head of Pre Prep

Searches will be conducted in line with current guidance. Search records are retained and placed in the pupil file.

Reference:

Behaviour and Discipline in schools. Advice for headteachers and school staff. February 2014 (Dfe)

Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies

Conducting a Search forms appear at the end of this document.

BEHAVIOUR SUPPORT

At Astrea Academy Sheffield we will support our pupils who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available with early intervention always our aim.

Where pupils are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve.

The use of the **daily report form**: Although a sanction, this serves a dual purpose of enabling form tutors, Heads of Department or Vice Principal to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and involves home and academy in daily monitoring and support. Parents will be informed if their child is placed on report. Reports issued from the Vice Principal.

If a pupil is upset or needs someone to talk to about an issue inside or outside of school, they should go to Main reception and speak to a member of staff. Some pupils will be given early lunch cards to attend pupil support lunch club, for either learning or emotional support. Some pupils will also attend pupil support HW club during enrichment, where it is felt they need extra help. In the first instance, this will be offered to those pupils on the SEN register and those who are set high numbers of HW detentions.

Pupils who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the leadership team and an individual programme established which might include a reduction in mainstream lessons for a fixed period of time.

Pupils who have significant emotional difficulties will be referred for therapy for individual or group therapy. The referrals are made by the Vice Principal in consultation with the Principal. The type of therapy will be agreed in line with the nature of the child's needs. Parental consent will be secured before this is begun. At the end of each term, every therapist will write a summary report for each pupil and send these to the pastoral team.

Support will be available through our graduated approach to SEND for pupils whose social, emotional and mental health needs present a barrier to achievement

- Quality First Teaching
- Small Group Support
- 1:1 interventions
- Support from outside agencies e.g. CAMHS, EPS, Restorative Justice, Start Well
- All support should be recorded in a plan e.g. an Individual Education Plan (IEP), Pastoral

Support Programme (PSP) and/or an Early Help Form (EHF)

- Following support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site

The academy recognises the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Mentoring

Some pupils who have been identified as struggling to manage their behaviour may be referred to one of the learning mentors. They will work with them for an hour a week over an agreed period of time, focusing on the particular difficulties they are having and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make.

Behaviour contracts

Parents of pupils who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular pupil.

IEPs

Any pupil with a statement of special educational needs will have an individual education plan. Targets will be set and reviewed by all staff who teach that pupil, twice a year. These plans will also suggest teaching strategies which will help them make progress and demonstrate the necessary behaviours for learning. These plans are monitored by the SENCO and Vice Principal.

Restorative Practice may also be used to help pupils through unresolved issues with their peers.

Where appropriate, specialist support will be provided on a one to one basis or in small groups this could take the form of mentoring, therapy, anger management or social skills work.

The Pastoral Support Programme will:

This is a support programme offered to pupils who are at risk of exclusion.

It will be agreed with parents as a result of a meeting with them to which a Sheffield exclusion officer will be invited where appropriate. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral to a PRU for joint registration or another appropriate institution.

- consider with agreement of the pupil's parents and LA a managed move to another school.
- consider offering specialist support and therapy.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period of with or without amendments;
- c) or where there has been no improvement at all, there may be a move to permanent exclusion.

RELOCATION PROCEDURES IN LOWER and UPPER SENIOR

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at Astrea Academy Sheffield know when to use the system.

There is no stigma attached to relocating a pupil and it should be seen as an integral part of The Behaviour Policy. **However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms.** Please ensure that you read the section on champion teacher techniques for further guidance about how to secure 100% compliance in your classrooms.

Departmental relocation - when to relocate to another classroom within your department

1. A pupil persists in disrupting learning, after you have:

- a) Given them a rule reminder
- b) Given them a verbal warning and written their name on the board
- c) Given them a second warning and a note in their planner – inform tutor
- d) Moved their seat
- e) Issued a detention

However, where a pupil is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation.

2. Rudeness to an adult or another member of the Academy (pupil). Examples might be:

- a) muttering something under their breath when challenged by the teacher;
- b) challenging the issuing of a verbal warning or talking back;
- c) refusing to move when relocated to another teacher within the Department or;
- d) cussing another member of the class.

SLT on-call, relocation to Seclusion

Reasons for doing this will be:

- a) refusal to leave the classroom, following departmental relocation
- b) cursing or inappropriate gestures – particularly towards an adult
- c) verbal aggressiveness towards a peer or adult;
- d) bullying or other harmful behaviour;
- e) threatening others – physical or verbal
- f) destruction of another person's or Academy property;

- g) refusing to wear the appropriate uniform;
- h) playing with fire alarms or extinguishers;
- i) vandalism;
- j) deliberate involvement in or instigation of conflict.
- k) sexually inappropriate behaviour;
- l) wilful disobedience or serious disrespect to an adult.

In the case of SLT relocation, all teachers contact the member of SLT on call via reception – either by sending another adult who is in the room to phone reception or asking a reliable pupil to go to reception/nearest SLT phone. **The classroom teacher must log the relocation on MIS as soon as possible, but by the latest the end of the day.**

Where further action may be required an incident report should be completed by the class teacher and sent to the Vice Principal.

RELOCATION PROCEDURES IN PREP AND PRE PREP

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at Astrea Academy Sheffield know when to use the system.

There is no stigma attached to relocating a pupil and it should be seen as an integral part of The Behaviour Policy. **However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms.** Please ensure that you read the section on champion teacher techniques for further guidance about how to secure 100% compliance in your classrooms.

When to relocate a child:

However, where a pupil is extremely rude or flat refuses to go on time out or follow any reasonable instructions staff can call for the Head of Pre Prep or a member of SLT.

The pupils will be detained until the end of that session or longer depending on the seriousness of the incident.

Every teacher must complete an incident report where SLT have removed them. This should be completed by the end of that school day. The SLT member who removed the pupil will organise a restorative conversation between the pupil and teacher and any relevant pupils.

SYSTEM FOR DETENTIONS IN LOWER AND UPPER SENIOR

The system for issuing detentions is simple and transparent. There are 2 types of detention in Astrea Academy Sheffield: 20 minute late detentions at lunch; central detentions after academy hours (20, 30, 60,120 minutes). Every detention should be recorded in the relevant detention page in the pupil planner.

1. Late detentions

- If a pupil arrives late after 8.25 in the morning, the pupil will sign in late and a detention will be written in their planner for that day.
- Pupils will go to detention at the beginning of lunch. It will last 20 minutes.
- Pupils who fail to attend this detention will have a 1 hour detention issued
- Pupils who are late twice in one week will sit a 2 hour detention on a Friday

2. Central detentions

- There is a detention on Tuesday's 3.40pm – 4.40pm (2.15 – 3.15pm on Fridays) Pupils can accumulate detentions in one day up to the length of 1 hour.

These detentions are written in the pupil planner and logged on sims at the time the detention is issued. A text message is also sent home.

Where a pupil fails to attend detention, the consequence will escalate.

- Form tutors are responsible in the first instance for tracking detentions and behaviour trends in their form group using MIS. Form Tutors are also responsible for the first line of communication with parents and carers. See 'The role of the form tutor'.

DEFINING A SERIOUS INCIDENT AT ASTREA ACADEMY SHEFFIELD

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances
- Bullying or other harmful behaviour
- Bringing „outsiders“ onto Academy property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Willful disobedience or serious disrespect to an adult
- Stealing
- Possessing stolen property
- Vandalism, including if wearing academy uniform whilst outside academy grounds
- Destruction of another person’s property
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking or drinking alcohol

- Skipping class or truanting from school
- Cheating in a test or exam
- Wearing, displaying or graffiti 'gang' affiliated items and phrases

WITNESS STATEMENT REPORT

ASTREA ACADEMY SHEFFIELD

PUPIL WITNESS STATEMENT

Name of Witness Form Date
(Please print in block capitals)

Staff requesting witness statement

Location, time and date of incident

.....

Has this statement been written by a member of staff on behalf of the pupil? YES/NO (Please circle)

DESCRIPTION OF INCIDENT *(Please include details of exactly what happened, names of those involved, names of eye-witnesses. Please quote, as exactly as possible, any conversation.)*

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**Astrea Academy Sheffield
Conducting a Search**

PUPIL Name

Form

Date:

Time:.....

Location:.....

Initial

Ensure both members of staff are same gender as pupil
(for a without consent search **ONLY**)

Reasonable ground for search noted below and explained to pupil

Pupil reminded about criminal nature of certain items

Pupil agreement sought and pupil comments noted below

Pupil requested to empty all pockets, bags and remove shoes

Items found	Items confiscated

Yes / No

Yes / No

Metal detector/wand used

Pupil complies with above request

If no;

Explain to Pupil seriousness of refusal to comply with request and consequences of refusal, i.e. Police will be called and parent contacted Principal or other member of staff requested to support

Outcome and Follow-Up Action

External Agency Referral	Yes / No
Parents Informed	Yes / No
Police Involvement	Yes / No
Academy disciplinary sanction	Yes / No
Other please specify	

Staff

Signatures.....
.....

Date:

Pupil Signature

Date:

Astrea Academy Sheffield: Internal Procedures Relating to Exclusions

This form is to be completed by SLT

Name of pupil: Tutor Group:

Date:

Summary of the incident (attach statements from Pupils and staff) and other relevant info.

SEN info: SA/SA+/Statement/None

LAC: YES/NO

Ethnicity:

Disability: Physical/Sensory/Learning Disability/None Declared

FSM6: YES/NO

Copies of conduct log + / - attached – YES/NO

Exclusion recommended Signature.....

No. days:	1	2	3	4
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Date(s) of Exclusion:

Total No. of days this term: Total No. of days this year:

Parent/Carer to be informed by telephone Total No. of Exclusions:
.....

Exclusion explained to the Pupil.....

Exclusion Code: Select ONE (see over)

BU	DA	DB	DM	OT	PA	PP	RA	SM	TH	VA	VP
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Re integration arrangements

Meeting Date..... Time: With:

Report to: Colour:

Parental
Contract completed: YES / NO

External agency involvement Internal exclusion date
.....

Signed (Principal) Date:
.....

Exclusion codes are as follows:

- BU - Bullying
- DA - Drug and alcohol related
- DB - Persistent disruptive behaviour
- DM - Damage
- OT - Other
- PA - Physical assault against an adult
- PP - Physical assault against a pupil
- RA - Racial abuse
- SM - Sexual misconduct
- TH - Theft
- VA - Verbal abuse/threatening behaviour against an adult
- VP - Verbal abuse/threatening behaviour against a pupil