



Behaviour & Ethos

Pre-Prep and Prep Policy

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Introduction and aim

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

The aim of the behaviour policy is to create a safe, calm, orderly and positive environment that enables all scholars to learn, flourish and reach for the stars. The positive ethos of the academy encourages all scholars to strive to achieve for personal fulfilment as encompassed by the 7 core values (Respect and Responsibility, Vision and Ambition, Reliability and Humility, Sense of Identity and Confidence, Cooperation and Compassion, Commitment and Curiosity and Individuality and Tolerance). 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.



Astrea Academy Sheffield – Mission Statement

At its core, Astrea Academy Sheffield has the pursuit of the 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 fully committed to the service of young people and to helping them play their full part in society.

We will:

- ★* Provide every scholar 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 in 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

Aims of the 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 scholars
- ★* 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 the expected standards

The objectives of the behaviour policy

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 or carers and visitors) as well as to our scholars. Only by example, can we teach and expect good standards of behaviour from those whose education is entrusted to us.

- ★* 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; to praise and reward 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 expected standards, procedures are followed and sanctions are applied fairly and consistently

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 scholars aged 2 – 18.

In-class pre-emption strategies

A range of strategies are adopted by members of staff in the academy and include:

- ★* **Use of countdowns** - A countdown of 3,2,1 is used with prompts in between numbers to give scholars that are non-compliant an opportunity to modify their behaviour by the end of the countdown. During the countdown scholars are reminded what the teacher expects to happen once they get to 1. Teachers will finish their countdown with "One Voice". If a scholar continues to talk/not focus a DL will be issued. Countdowns give scholars notice that the teacher is stopping an activity or is ready to talk so that scholars can finish their discussions.
- ★* **One Voice system** - When a scholar is answering a question, or a member of staff is addressing a class only one voice should be heard.

- ★ ★ **Non-verbal cues** - eye contact, hand signals, holding a prolonged silence, facial expression or head shake.
- ★ ★ **Clap (particular for Pre-Prep/Prep)** - Staff will clap a rhythm for scholars to repeat in order to get silence or to finish an activity. Staff will look for 100% clapping in the response from scholars and clap a second time if needed.
- ★ ★ **Clear instructions repeated back-** Instructions are given to scholars and repeated if necessary. Scholars will be asked to repeat them back to the member of staff to check understanding.

Parental engagement

In Prep and Pre-Prep, parent and carers are seen during the morning and afternoon so communication between staff and parents or carers can be immediate, supportive and regular. If there are concerns about a scholar's behaviour, then these concerns are brought up with parents or carers at the earliest opportunity in order to support early interventions. Parents and carers are always spoken to in a quiet area away from others to support confidentiality. Conversations with parents are also conducted to praise scholars' behaviour and personal traits so that parents are also able to hear good news about their scholar. At Astrea Academy Sheffield we believe in celebrating a scholar's achievements at whatever level is appropriate for that scholar and it is important that parents can share in this success too.

Banned items

The following items are banned from the academy site. If a scholar brings in any of these items and/or refuses to hand them over, the scholar may be referred to RS, issued a fixed-term exclusion or be permanently excluded. The sanction will be dependent on the banned item brought into the academy and will be at the discretion of the Senior Leadership Team and Principal, save that only the Principal (or someone acting in her place) may issue an exclusion. This list is not exhaustive and will be reviewed throughout the Academic year:

- ★ ★ Mobile phones (should not be seen or heard) / personal tablet devices
- ★ ★ Chewing gum
- ★ ★ Glass bottles
- ★ ★ Fizzy drinks (including energy drinks)
- ★ ★ Correction fluid (such as Tippex)
- ★ ★ Permanent marker pens
- ★ ★ Cigarettes, cigarette papers, tobacco, snuff, matches or lighters (smoking paraphernalia)
- ★ ★ E-cigarettes (or liquids that are used in E-cigarettes)
- ★ ★ Aerosols other than for medical purposes (non-aerosol deodorants are permitted)
- ★ ★ Solvents or hazardous chemicals
- ★ ★ Super glue
- ★ ★ Cable ties
- ★ ★ Needles other than for medical purposes
- ★ ★ Alcohol
- ★ ★ Illegal drugs and psychoactive substances
- ★ ★ False nails, hair or eyelash extensions, dyed hair or offensive emblems or designs in hair, tattoos or excessive make up
- ★ ★ Knives, blades, cutting utensils or tools (hammers, screw drivers, multi-tools etc.)
- ★ ★ Laser pens
- ★ ★ LED torches
- ★ ★ BB guns or catapults

- ★ Fireworks
- ★ Offensive material (pornographic, homophobic, racist, extremist)
- ★ Any items that is illegal to possess or carry, or inappropriate for the age of the scholar or the Academy environment

In Prep and Pre-Prep, personal belongings such as toys, keepsakes and artefacts that are special to the scholar are not classed as banned but are generally asked to be kept at home due to the dangers of the object becoming taken, damaged or lost and this causing upset to the scholar. The exception to this rule is during Show and Tell sessions. Items brought in for these sessions are kept safe by staff.

Confiscation of inappropriate items

A 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 scholar'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.

It is the policy of Astrea Academy Sheffield that no scholar should bring any drug to school without permission. If a scholar will need medication during the school day, the parent or carer 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 scholar whilst in school must be taken under the supervision of a teacher or other adult worker.

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

If any scholar is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that scholar to be taken home. It is forbidden for anyone, adult or scholar, to bring onto the school premises any illegal drugs. Any scholar who is found to have brought to school any type of illegal substance may be issued with a fixed term exclusion. The scholar will be re-admitted to the school following the fixed term exclusion. A parent or carer of the scholar 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 scholar may be permanently excluded.

If a scholar is found to have deliberately brought illegal substances into school and is found to be distributing these to other scholars for money, the scholar may be permanently excluded from the school. The relevant Children and Young People Services, the police and social services will also be informed.

Confiscation and Search

Items that may be confiscated include those that are listed on banned items list and may be deemed to be interfering with learning or items that could impact upon the welfare, health and safety of other members of the Academy community. Possessions in relation to a scholar 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 at the end of the school day.

Powers of Search

If suspicion remains and the scholar 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:

- ★* The Principal
- ★* Vice Principals
- ★* Assistant Principals
- ★* The Head of Pre-Prep and Prep

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

Statutory guidance (Searching, Screening and Confiscation: Advice for Head teachers, School Staff and Governing Bodies (January 2018) gives the Principal and any academy staff authorised by the Principal the power to search without consent for prohibited items including:

- ★* Knives and weapons
- ★* Alcohol
- ★* Illegal drugs and psychoactive substances
- ★* Stolen items
- ★* Cigarettes, e-cigarettes and other tobacco products
- ★* Fireworks
- ★* Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Any items banned by academy rules e.g. energy drinks, chewing gum (Banned items will be communicated to students through assemblies and group tutor messages as the need arises). Mobile phones may be searched for inappropriate content when concerns are raised within the academy. These powers will cover searches in academy and on authorised academy activities elsewhere, such as an academy trip. Reasonable force may be used when searching for some articles without consent (see previous section). Staff have the power to confiscate or dispose of a student's property. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. At Astrea Academy Sheffield high value items such as phones will only be returned to a parent at the end of the school day. Banned items such as energy drinks, sweets, cigarettes etc. will be destroyed. Illegal items such as knives, weapons and drugs may be passed to the police. Evidence of indecent images, extreme or child pornography will be passed to the police.

Reference:

Behaviour and Discipline in schools. A guide for head teachers and school staff- January 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Power to use reasonable force - Positive Handling and Physical Intervention

Whilst wishing to resolve serious incidents without the use of physical intervention, the Trustees and staff understand that there are some situations in which the use of physical intervention may be the appropriate course of action if de-escalation techniques are not effective. Staff are encouraged to avoid this eventuality if possible and although staff have a duty of care to students, they are not required to put their own safety at risk. The academy has not adopted a 'no touch' policy. The right of teachers and all staff to use reasonable force is laid down in Section 93 of the Education and Inspections Act 2006 and is reinforced in Behaviour and Discipline in Schools January 2016. Reasonable force may be used when necessary to:

- ★ Prevent students from injuring themselves or others, from damaging property, or from causing disorder
- ★ Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- ★ Prevent a student behaving in a way that disrupts an academy event
- ★ Prevent a student leaving a room where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ★ Prevent a student from attacking another, or to stop a fight
- ★ Maintain good order and discipline in the classroom
- ★ Prevent a student committing an offence
- ★ Conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and other related items, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm

The academy has staff trained to use Positive Handling Techniques and Team Teach methods, however, the ability to use reasonable force is not limited solely to staff trained in these methods where the circumstances necessitate staff to intervene in a situation.

Exclusion

Astrea Academy Sheffield only issues fixed term exclusions (FTE) after all alternative provisions have been exhausted: a FTE is the last resort. FTEs at Astrea Academy Sheffield are at the discretion of the Principal. Astrea Academy Sheffield's exclusion policy underpinned by the Astrea Academy Trust's exclusion policy. It should be read in conjunction with, and not in place of, statutory guidance from the DfE (2017) [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion from maintained schools academies and scholar referral units guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_scholar_referral_units_guidance.pdf) which provides a guide to the legislation that governs exclusions, and in conjunction with the Trust's Behaviour Best Practice Guidance (2019).

Only the Principal has the power to exclude a scholar from school. The Principal may exclude a scholar for one or more fixed periods, for up to 45 days in any one school year. In response to a serious one-off breach of the behaviour policy or for persistent disruptive behaviour, the Principal may exclude a scholar permanently.

The Academy will use FTEs 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 in full and scholars 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, a telephone call and letter will inform parents about the nature of the incidents and the exclusion. A reintegration meeting will be held prior to readmission and a parent or carer are expected to attend this meeting. 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 scholar is found in a public place without reasonable justification. As part of the reintegration process, a scholar may be required to spend a day in RS. The Academy is always exploring alternatives to fixed term exclusions.

Reference:

Education and Inspections Act 2006

Education Act 2011

Procedures for dealing with disruption of learning in Pre-Prep and Prep

Class Charts is currently not used in Prep or Pre-Prep due to the age of the scholar learning and the need for a more visible behaviour system. Here, a highly visible traffic light system is used to encourage and support positive behaviour, but also to discourage any negative behaviour. The system is designed to be open and transparent, but the teacher needs to be clear in their words and actions with every scholar. For a scholar to meet expectations it must be made clear where they are getting it right and what it is that they need to change.

All scholars begin the school day on the green traffic light and the aim is to raise above this into the 'stars' by showing excellent behaviour, work ethic or other excellent personal actions, particularly demonstrating one, some or all of the 7 core values (e.g. supporting a friend who needs help). If this happens, the scholar will move into the stars. If a scholar is able to move into the stars 3 times during the week, they receive a small prize. This encourages scholars to work towards the stars at all times during the week, even if they do not reach it for one day.

If a scholar displays undesirable behaviour, e.g. shouting out in class or being unkind to others, they will receive a verbal warning in the first instance. If this continues, they will move into the amber section of the traffic light as a visual reminder of their actions. The aim is to catch the scholar now showing a positive behaviour so they can move back into the green as quickly as possible. If the undesirable behaviour continues, then the scholar will move into the red. If this happens, the scholar's parents will be spoken to at the end of the day about their behaviour. Again, as with the amber, the aim is for the scholar to move back up to green as quickly as possible by showing positive behaviours.

It is made clear to scholar that serious breaches of behaviour such as those detailed in the table below, will result in immediate movement to red and a parent meeting conducted (this could be an immediate phone call depending on the severity of the incident).

Description of behaviour	Action taken	By whom?
 <p>Stars</p> <p>Examples of behaviour include but not limited to:</p> <ul style="list-style-type: none"> Showing consistently good behaviour Doing something 'special' Showing commitment to their work Helping a friend Being a good role model 	<p>Scholar will have their picture moved into the stars.</p> <p>If this occurs on three days during the week then the scholar will be able to receive a small prize on Friday.</p>	Teacher
<p>Green</p> <p>Scholars are ready to learn and are meeting expectations</p> <p>Scholars sit in STAR position ready to learn with their eyes on the speaker. Scholars 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>	Teacher
<p>Amber</p> <p>Scholars have to be asked to follow an instruction or observe the classroom code more than once</p> <p>Scholars should be given a rule reminder before moving them into Amber. Please follow PIC principles when doing this.</p> <p>Examples of unwanted behaviours (this list is not exhaustive):</p> <ul style="list-style-type: none"> ★ 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>Rule reminder</p> <p>Name in amber traffic light</p>	Teacher

Red		
Persistent and continued failure to follow instructions and meet expectations	Name in Red Traffic light 'Time out' - Minute per year of life with paired class	Teacher

Serious incident

-  Leaving classroom without permission
 -  Fighting
 -  Walking away from a teacher
 -  Spitting
 -  Inappropriate language
 -  Vandalism
 -  Racist/sexist/homophobic remarks
 -  Theft
 -  Bringing weapons to the academy
 -  Bullying
 -  Threatening and aggressive behaviour or assault
- To be directed to Head of Pre Prep as appropriate

A cumulative response to continued poor behaviour

Where a scholar persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be used. In order to encourage any scholar to not repeat these unwanted behaviours, the academy has a stepped response to poor behaviour. Running sided by side, these cumulative responses, 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 or Head of Pre-Prep letter home and details on MIS	1 Day in Referral Space

General Points

In addition to the above systems, class teachers can detain scholars 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 scholar can 'put things right'

Class teachers should be looking to catch scholars 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. This can be for oral contributions or written work in a lesson or at home or where a scholar exceeds 'green' expectations, particularly in the 7 core values. All staff are expected to "catch" scholar demonstrating the 7 core values and reward accordingly.

Class teachers should make it a daily habit that they speak with parents. This should include scholars who have been impressive as well as those who have not met expectations. We believe a sanction, such as a 'time-out', without parental contact, will have little effect. Whenever staff sanction a scholar, communication with parents will occur to ensure parents are supporting the work taking place in the academy.

This behaviour policy is designed to raise the standards and expectations of the scholars at Astrea Academy Sheffield and in accordance with The Equality Act reasonable adjustments to the policy will be made to reflect and support the additional needs of our scholars. We recognise that scholars do sometimes make incorrect choices and members of staff will always seek to help and support scholars to develop good habits and routines, hold restorative discussions to help scholars to identify what they could do differently if in a similar situation. Ultimately, we wish to develop scholars that will become the leaders of the next generation. This policy cannot cover all behaviours, situations or potential incidents, therefore, the Senior Leadership Team may use a range of alternative strategies and provisions to help our scholars to learn from previous mistakes and ultimately gain some wisdom from that mistake in order to reach for the stars once again.