



# Positive Relations & Behaviour Policy

POLICY LEAD	Mike Brown
REVIEWED BY	Ben Horbury
APPROVED BY	David Boyd
DATE	July 2023
VERSION	2
LAST REVIEWED ON	July 2023
NEXT REVIEW DUE BY	July 2024

## Table of Contents

1	Behaviour Principles.....	3
2	Aims.....	3
3	Legal & Statutory Duties.....	3
4	Roles and Responsibilities.....	4
5	Academy Leadership .....	4
6	Staff Responsibilities.....	4
7	Parents’ responsibilities.....	5
8	Scholars are expected to .....	5
9	Systems – Rules and Routines .....	5
10	Recognition and Rewards.....	6
11	Sanctions .....	8
12	Suspension and Permanent Exclusion Guidance .....	13
13	Managed Moves.....	13
14	Behaviour beyond the Academy .....	13
15	Behaviour Tracking and Analysis .....	14
16	Interventions .....	14
17	Behaviour Support for Learners with SEND, experience of trauma or Looked After / Post Looked After. ....	14
18	Working with Parents / Carers .....	14
19	Bullying.....	15
20	Child-on-child sexual violence and sexual harassment .....	15
21	Online Behaviour .....	15
22	Positive handling & use of reasonable force .....	15
23	Powers of search and confiscation .....	15
24	Malicious Allegations.....	15
25	Staff Training .....	16
26	Use of CCTV.....	16
27	Mobile Phone and Electronic Devices.....	16
28	Monitoring and Review .....	16
	Appendix 1 – The Rules .....	17
	Appendix 2 – Rewards Visuals.....	18
	Appendix 3 - Achievement Points – Tariff .....	19
	Appendix 4 – Home School Agreement.....	20
	Appendix 5 – Sanctions Classifications Chart .....	22
	Appendix 6 – Reintegration Documentation.....	23
	Appendix 7 – Personal Support Plan template.....	26
	Appendix 9: Prohibited Items.....	28

# 1 Behaviour Principles

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

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

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

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

## 2 Aims

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

## 3 Legal & Statutory Duties

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

- [Keeping Children Safe in Education \(2022\)](#)
- [Equality Act \(2010\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#)
- [Exclusion from Academies: Statutory Guidance \(2017\)](#)
- [Behaviour and Discipline in Schools \(2016\)](#)
- [Use of Reasonable Force, advice for all academy leaders, staff and governing bodies \(2013\)](#)
- [Searching, screening and confiscation \(2018\)](#)
- [Supporting scholars with medical conditions \(2015\)](#)
- [The Teachers Standards \(2021\)](#)

In addition, this policy is based on:

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

## 4 Roles and Responsibilities

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

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

## 5 Academy Leadership

The Principal will

- ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, establishing and communicating clear measures to ensure positive behaviours, respect and discipline
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

The Senior Leadership Team will

- ensure they are visible around the academy and know all scholars across the academy; actively seeking out scholars for praise and recognition, demonstrating a genuine care and respect for scholars
- ensure that the behaviour policy does not discriminate against any scholars on e.g. grounds of race, gender, disability, or sexual orientation and that it promotes good relationships between different communities
- ensure staff, working within the academy are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies to understand roles and responsibilities
- will make alternative provision from day 6 for fixed period suspended scholars, and to arrange reintegration interviews for parents and scholars at the end of a suspension
- will take all reasonable measures to protect the safety and well-being of staff and scholars, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

The Special Educational Needs and Co-ordinator (SENCO) will

- ensure that scholars are screened for special educational needs and/or disabilities and signposted to support where referrals meet thresholds

## 6 Staff Responsibilities

- Implementing the behaviour policy consistently
- Making the Astrea Behaviour and Culture Framework available to all staff and ensuring they are routinely taken through this, including at the start of the year and during their induction period
- To support, praise and as appropriate reward scholars’ positive behaviour, actively seeking these opportunities and demonstrating a genuine care and respect for scholars

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

All staff will consistently:

- Follow and model The Astrea Behaviour and Culture Framework at all times
- Follow the rewards and consequences as outlined in the policy
- Plan lessons that engage and challenge all scholars, ensuring that they have a firm understanding of their prior knowledge
- Use visible rewards throughout every lesson – including the issuing of achievement points
- Regularly celebrate scholars whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, achievement points, certificates and, refer to SLT
- Be calm and give 'reflection time' to provide opportunities for scholars to modify their behaviour
- Retain ownership and engage in reflective dialogue with scholars
- Never ignore or walk past inappropriate behaviour
- Praise in Public, Reflect in Private
- Positively engage with professional development, research, and evaluation.

## 7 Parents' responsibilities:

- To respect the academy's behaviour policy and the disciplinary authority of academy staff.
- To help ensure that their child follows the reasonable instructions by academy staff and adheres to academy rules
- To send their child to the academy each day punctually, fully equipped and ready to learn
- To ensure academy staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within academy
- To work with the academy to support their child's positive behaviour
- To model expected and positive behaviours when on academy site
- To attend meetings with the Principal or other academy staff, if requested, to discuss their child's behaviour
- If their child is suspended from the academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during academy hours in the first five days of suspension and to attend a reintegration interview with the academy at the end of a suspension
- To be contactable and to ensure that the academy holds the correct contact information
- To sign and adhere to the terms set out in the Home School Agreement (Appendix 3).

## 8 Scholars are expected to:

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

## 9 Systems – Rules and Routines

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

Through our systems, rules, and routines, we aim to codify what desirable behaviour looks like, defining this clearly for scholars and staff as well as outlining the purpose which sits behind it. As such it provides a coherent structure and common language to ensure greater consistency. This will include a clear induction process that familiarises them with the academy behaviour culture at the beginning of each year/term and for those scholars who join throughout the year. In addition, all scholars will be taught the Astrea Behaviour Curriculum. This will be taught through form time, assemblies, and curriculum time. We believe that as scholars are taught about the behaviours we wish to see and practise these over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

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

Scholarship, Curiosity, Tenacity, Respect, Responsibility

#### Classroom Rules

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

#### Around and Beyond the Academy Rules

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

## 10 Recognition and Rewards

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

For praise to be most effective it needs to be:

- specific and linked to an achievement or substantial effort;
- sincere and genuinely expressed with appropriate language and tone;
- instant – recognising the specific and providing timely positive feedback;
- personalised through the use of the scholar's name;

- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

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

- regular verbal praise and encouragement, specifically focusing on personal gains by individuals;
- non-verbal praise - e.g., thumbs up, positive facial expressions;
- acknowledgement of good work and recognition for high quality homework produced;
- encouraging staff to praise identified individuals and sharing their work, including displaying their work through the visualiser and learning environments;
- Praise should also be addressed to parents/carers through a telephone call or a postcard home, which in turn will promote a positive working relationship with the family.

## Astras (Achievement Points)

Scholars will be rewarded with Astras each time they demonstrate behaviours in line with the Astrea values. (See appendix 2: Astra tariff).

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

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

### Daily Rewards

- Each professional will praise scholars for following the academy rules
- Each professional will award Astras when conducting learning walks
- Astras will be awarded to scholars for demonstrating the Astrea and academy values
- Each form tutor will aim to award at least 1 scholar with an Astra during tutor time
- Each class teacher will aim to award at least 3 scholars within the lesson
- Each head of year will aim to award at least 5 scholars from their year group

### Weekly Rewards

During morning meetings, once a week, the Pastoral Team will share the running totals for Astras, celebrating and sharing success on both an individual and form group level. Shout outs will be given daily during morning meetings. Every week, teachers and the pastoral team will make at least two praise phone calls home, sharing the achievement of the scholars with their family.

The scholar with the highest net Astras in each year group will be named 'Scholar of the Week.' Their names will be displayed across the academy site using newsletters and relevant media outlets (subject to data sharing permissions).

### Half Termly Rewards

At least once a half term, year group assemblies will focus explicitly on celebrating scholars' achievements, linked to the Astrea and academy values.

In addition, professionals will celebrate the achievements of their scholars by recording these on 'praise postcards' and sharing them with parents/carers.

### Threshold Rewards

As scholars accumulate their Astras, they will receive certificates and badges for key threshold points (for example 25, 50 or 100 Astras). Thresholds to follow.

#### Annual Celebrations

Opportunities will be taken through the academic year to celebrate scholars' achievements, including an annual presentation event.

It is anticipated that the academy will operate additional rewards opportunities and events to encourage and celebrate key features of achievement within the academy. For example, this could take the form of a 'sports achievement event' or a targeted rewards structure for scholars involved in improving their handwriting. These additional rewards opportunities will follow the ethos of the wider whole academy rewards structure.

#### Scholar Leadership roles

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

## 11 Sanctions

#### Rationale

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

#### Disruption-Free Learning

Scholars are held responsible for their behaviour. Staff will address behaviour (where possible without delegating) and will use the steps below for addressing behaviour that falls below the academy's expectation:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the academy community.
- Do not apply the sanction to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that scholars and staff feel supported and secure

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

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

Teachers have a responsibility to ensure that learning is engaging, for guidance on the expectations within this see: The Astrea Way; Teaching & Learning Handbook and the Core Expectations of Adults.

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

- A verbal reprimand
- The issuing of an After School Detention
- Referral to the reset space for a whole academy day
- Referring the scholar to a senior member of staff
- Time directed with SLT
- Phone calls home to parents
- Formal meeting with parents, with agreed targets



- Suspension\*
- Managed move\*
- Alternative Provision\*

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

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

It is not the severity of the sanction; it is the certainty that this follow up will take place that is important.

#### The Sanctions Escalation Process

Misdemeanours equate to specific negative behaviour points. Points are cumulative across the day. Points are reviewed at break (10.30am), lunch (1.15pm) and at the end of the day.

Cumulative Points	Sanction (following day)
2	45-minute detention
4	90-minute detention
6	1 day in the reset space and a 90-minute detention

When points are reviewed at break and lunchtimes, pastoral leaders reserve the right to direct a scholar to spend parts of the current day in the reset space in addition to the following day, in order to prevent further disruption.

During the detention, scholars will complete a reflection activity, providing them with an opportunity to reflect on their behaviours, they will also use the remainder of the detention time to revisit their prior learning in silence, using their knowledge organisers and their exercise books.

The list of scholars attending after school detention for the next day will be collated at 3.45pm, with parents/ carers being informed via text message.

There will be one detention room that runs two detentions after school each day:

- Detention 1: 2:50pm – 3.35pm (45 minutes)
- Detention 2: 2.50pm – 4.20pm (90 minutes)

If a KS4 scholar receives a 45-minute detention, they will attend their period 6 sessions and then attend their detention.

If a KS4 scholar receives a 90-minute detention, they will attend all of their detention and miss their period 6 session.

#### First Verbal Warning – ONE point

In the first instance of a misdemeanour occurring, scholars will be issued with a ‘verbal warning’. This is intended to allow scholars to correct their off-track behaviour and continue with their activity. It is important to recognise that at times, scholars will lose focus or need this gentle reminder, when issuing this to a scholar, professionals must use the phrase ‘verbal warning’, and the reason behind the warning, to ensure that scholars are clear that this reminder has been given.

Examples of behaviours that are likely to result in ONE negative behaviour point are (this list is not exhaustive):

- Not being on task as directed
- If the teacher is stopped from teaching to address the disruption
- Arriving after 3 minutes late to the lesson (without a note from a member of staff)
- Calling out
- Head on the desk or slumped in the chair
- Unsafe behaviour (e.g. swinging on their chair)
- Lack of pride in their work
- Disruption to learning /talking over the teacher

- Failure to follow an instruction first time
- Lacking equipment or knowledge organiser
- Rudeness towards another scholar
- Not following the seating plan / being out of their seat
- Lack of effort in the classroom
- Misuse of whiteboards
- Minor uniform issue – for example - shirt untucked, tie too short, blazer not work correctly etc

The 'Verbal Warning' is recorded in Class Charts to allow pastoral leaders to monitor trends within disruptions to learning. Parents can also see this information on Class Charts.

Second Verbal Warning – additional **ONE** negative behaviour point

If a scholar continues to disrupt the learning within a lesson or behaves in a way that contravenes the values and rules of the academy, it is important that there is a clear consequence to their actions. As such, the scholar will be issued with another 1 point, which equates to a minimum of a next day 45 minute After School Detention.

Some out of classroom misdemeanours will automatically equate to **ONE** negative behaviour points.

Examples of behaviours that are likely to result in ONE negative behaviour point are (this list is not exhaustive):

- Talking on the corridor
- Not walking on the left-hand side of the corridor

Some misdemeanours will automatically equate to **TWO** negative behaviour points.

Examples of behaviours that are likely to result in TWO behaviour points are (this list is not exhaustive):

- Continuation of defiant behaviour after being issued with a verbal warning
- Arriving after 7 minutes to the lesson (without a note from a member of staff)
- Chewing gum
- Not completing homework
- Inappropriate language
- No PE kit / incorrect PE Kit
- Stealing or misusing personal or academy property
- Littering within the academy
- Throwing or splashing water
- Major uniform infringement – turning up without a tie, wrong trousers, no blazer etc
- More than one scholar in a toilet cubicle
- Play fighting
- Electronic device infringement – see additional information about electronic devices below 1\*

Third Verbal Warning - additional **ONE** negative behaviour point & removal from lesson due to significant disruption.

- If a scholar continues to disrupt the learning within a lesson or behaves in a way that contravenes the values and rules of the academy, it is important that there is a clear and immediate consequence to their actions. As such, the scholar will be issued with a further **ONE** point, which means the scholar must leave the lesson to allow learning to continue for the rest of the class.
- Scholars must go immediately to the Triage Space, and must arrive within 3 minutes of the third verbal warning being issued. The scholar is registered into the Triage Space.
- As a calming activity, the scholar will be asked to read from a pre-selected range of books, appropriate for their reading age ability. Following this, the scholar will complete a reflection task.
- Parents will be alerted through Class Charts to the removal from the lesson.
- The scholar will remain in the Triage Space until at least the end of the lesson. At this point, the pastoral team will speak with the scholar to determine the best course of action. It might be decided that the scholar should be required to attend the Reset Space for the rest of the day.

Confiscation of Electronic Devices

Any electronic device that is seen, heard, or used will incur TWO negative behaviour points. In addition, the scholar will hand over the device, including the SIM and this will be retained by the academy and stored in a safe location. Parents

will be able to recover their electronic device at their convenience, but must be the end of the same day. If a scholar's device is confiscated, a note will be added to class charts. Please note that if the device is seen, heard, or used on a Friday, this will result the device not being returned until Monday.

#### 'On Call'

If a significant incident occurs within the classroom, or a scholar refuses to leave following a third verbal warning, an 'On Call' process will begin. Teachers will press the 'On Call' button on class charts, this will alert the pastoral team. A member of the pastoral team will attend the classroom and assess the situation. An 'On Call' will assign an immediate **SIX** negative behaviour points. Further negative behaviour points / next steps that will follow will depend entirely on the situation at hand and will be decided by the pastoral team and/or SLT.

#### The Reset Space – The Lecture Theatre

If a scholar receives **SIX** or more negative behaviour points in one day, or behaves in a way that significantly contravenes the values and rules of the academy, they will be required to attend the reset space for a minimum of one school day.

If a scholar is to attend the Reset Space, they will attend the morning meeting and then be escorted by their Head of Year to the Reset Space.

On arrival at the reset space, scholars will be met by a member of the reset space team. On arrival, the following actions will take place:

- The scholar is registered into the reset space & their attendance is taken.
- The scholar hand over their mobile phone / electronic devices which will be labelled and added to the school safe for the day. It will be returned at the end of their detention.
- The scholar will be given a Reset Space (RS) Reflection Form for them to complete independently. This is designed to guide the scholar in reflecting on what behaviours have led to them being in the RS space for the day.
- The scholar will attend the full after school detention (90 minutes).

The reset space aims to support scholars who are displaying behaviours that are disrupting other scholars. The space is led and managed by the reset space manager, they will be supported by additional staff and SLT will visit every lesson. The reset space runs from 8.40am – 4.15pm.

During their time in the reset space, the academy staff will ensure:

- Scholars receive high quality (and differentiated) academic work that matches the curriculum they follow to ensure continuity of learning for the duration of their placement.
- Scholar voice is obtained through restorative work to support restoration with staff members and reduce the likelihood of a repeat placement or escalation to suspension.
- Scholars are supported by the SENCO and the inclusion team to consider reasonable allowances and adjustments to support scholars being successful while on placement.

Scholars are expected to:

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

No Warnings – immediate referral to Reset Space

It may be necessary to refer a scholar straight to the reset space due to a significant incident.

Examples of behaviours that are likely to result in immediate referral to the Reset Space (this list is not exhaustive):

- Continuation of defiant behaviour after being issued with negative behaviour points
- Receiving an 'On Call' from a lesson
- Truancy
- Defiance
- Swearing and/or use of inappropriate language (verbal abuse) directed towards a member of staff
- Refusal to hand over an electronic device
- Threatening behaviour
- Bringing in a prohibited item or substance
- Bullying
- Using discriminatory language or displaying discriminatory actions
- Smoking / Vaping
- Refusal to attend a detention
- Physical assault towards a member of staff or another scholar
- Theft / stealing personal or academy property
- Under the influence of drugs/alcohol, *N.B. this would primarily be regarded as a safeguarding matter*

Disruptive behaviour in the Reset Space

Scholars who do not adhere to the expectations of the reset space thus displaying defiant and/or disruptive behaviour should follow the following process of rectification or escalation. A scholar has three opportunities (DL system) to rectify their learning or conduct before a suspension is issued.

1. The lead within the Reset Space (or a delegated member of staff) will issue a clear warning to the scholar (and record this on the log sheet).
2. The lead within the Reset Space (or a delegated member of staff) will speak to the scholar, explaining how the behaviours displayed do not meet the expectations of the reset space and how the scholar is at risk of escalation to suspension. This conversation may take place quietly in the room or in another space so as to maintain a quiet environment in the room.
3. The lead within the Reset Space (or a delegated member of staff) will attempt to speak to the parent/carer of the scholar with the scholar present, explaining how the behaviours of the child displayed do not meet the expectations of the reset space and how the child is at risk of escalation to suspension. It is appropriate for the child to speak to parent/carer to reinforce this message wherever possible.

Following these three opportunities, if the behaviour continues, the scholar will receive a suspension equivalent to half a day or one session for persistent disruptive/defiant behaviour in the reset space. The scholar may be expected to return to the reset space for one full day (including detention) when integrated back from suspension.

Supporting scholars following a sanction

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

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

Re-integration following a suspension needs to be recorded using [appendix 6](#). This meeting will take place prior to the scholar returning to academy. It may involve parents, scholars and if relevant, other agencies looking clearly at what support and strategies can be used to help the scholar return to mainstream education and meet the expected standards of behaviour.

## 12 Suspension and Permanent Exclusion Guidance

If the strategies deployed within the reset space are unsuccessful, the scholar will receive a suspension equivalent to half a day or one session for persistent disruption within the reset space. A scholar who receives one suspension must spend a full day in the reset space on their return before they are reintegrated into mainstream.

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

- **First suspension** — Reintegration documentation, including 'next steps' is completed with the student and family. The Academic or Pastoral Year Leader for the year group will lead the reintegration meeting, a discussion will be had around any suitable support or intervention that may be needed. The completed documentation will be shared with the parent/carer in full;
- **Second suspension** — The Academic or Pastoral Year Leader will lead the reintegration meeting, completing the reintegration documentation including referencing the previous documentation from the first suspension. They will also review the impact of the support and intervention in place for the student and agree specific, measurable and timebound targets for all stakeholders.
- **Third suspension** — It is likely that there is a pattern of extreme negative behaviour emerging and so, the Principal may choose to escalate the number of days of suspension at this point. It is also likely that there is a greater level of intervention required at this point and, as a consequence parents/ carers will meet with the Academic/ Pastoral year leader, the SLT link and any other relevant internal / external professionals to craft an Individual Behaviour Support Plan.
- An Individual Behaviour Support Plan will bring together an understanding of the key behaviours being displayed, baseline measures around these, the voice of all stakeholders, the reasonable adjustments / supports and agreed interventions that school / external agencies will put in place, a clear plan around the agreed approach to the first 48 hours after suspension, and finally, clear measurable targets to improve the behaviour, including reviews built in at spaced intervals.
- **Subsequent suspensions** — the student's Behaviour Support Plan will be reviewed, including exploring where targets have meet met/ not met and the impact of the agreed interventions. . Additional referrals may be made to external agencies. If suspension continues, the Principal may choose to consider longer term alternatives, for example a managed move or a short term placement at alternative provision.

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

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

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

Please refer to the Astrea Exclusions Policy.

## 13 Managed Moves

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

## 14 Behaviour beyond the Academy

A member of staff may discipline a scholar for inappropriate behaviour when the scholar is taking part in any academy-organised, academy-related activity, travelling to or from academy or in some other way identifiable as a scholar at the academy. This includes behaviour online, on social media and through electronic communications.

## 15 Behaviour Tracking and Analysis

Behaviour incidents are logged using the specific categories within Class Charts and where appropriate further information is recorded in CPOMs. Principals and the Pastoral Team regularly analyse behaviour data to identify patterns, trends, and areas for future development. Key scholars and trends of behaviour will be reviewed regularly during weekly during the Vulnerable and Additional Needs (VAN) meetings.

## 16 Interventions

Scholars are identified for interventions through analysing behaviour logs on Class Charts and regular staff communication.

Interventions are used to support scholars manage their behaviour and to reduce the likelihood of suspensions or permanent exclusion. Some scholars may need more support than others and this may be delivered either in small groups or in 1:1 intervention. Often this focused support is delivered outside the classroom. All interventions will be initiated in conjunction with parents and form the basis of a Learning Plan.

## 17 Behaviour Support for Learners with SEND, experience of trauma or Looked After / Post Looked After.

We welcome our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the scholar.

The academy's special educational needs co-ordinator will evaluate a scholar who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a scholar, we will liaise with external agencies and plan support programmes for that scholar. We will work with parents to create the plan and review it on a regular basis.

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

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

## 18 Working with Parents / Carers

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

Parents / carers can access up to date information about their child through the Class Charts.

## 19 Bullying

We will ensure that all scholars feel safe at academy and accepted into our academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and scholars. The academy practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the academy. It is made very clear to scholar what is expected of them in terms of respecting their peers, members of the public, and staff. Please refer to Anti-Bullying policy.

## 20 Child-on-child sexual violence and sexual harassment

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

## 21 Online Behaviour

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

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

## 22 Positive handling & use of reasonable force

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

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

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

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

## 23 Powers of search and confiscation

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

Principals and staff authorised by them, have a statutory power to search scholars or their possessions, without consent, where they have a reasonable ground for suspecting that the scholar may have a prohibited item. For a list of the Prohibited items see appendix 10.

## 24 Malicious Allegations

Scholars that are found to have made malicious allegations are likely to have breached the academy's behaviour policy.

The academy will therefore consider whether to apply an appropriate sanction, which could include suspension or permanent exclusion. Please refer to Astrea Safeguarding Policy.

## 25 Staff Training

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

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

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

## 26 Use of CCTV

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

## 27 Mobile Phone and Electronic Devices

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

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

- If any student has a mobile phone that is seen, heard or we are made aware that it has been used, it will be confiscated (along with the SIM card).
- There may be times where a student has to use a mobile phone without permission for reasons of a safeguarding nature, or reasons that are highly personal. In these circumstances the sanction regarding the student's use of the mobile phone will be at the discretion of the Principal.

## 28 Monitoring and Review

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





# Our Rules

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

## Around and Beyond the Academy Rules

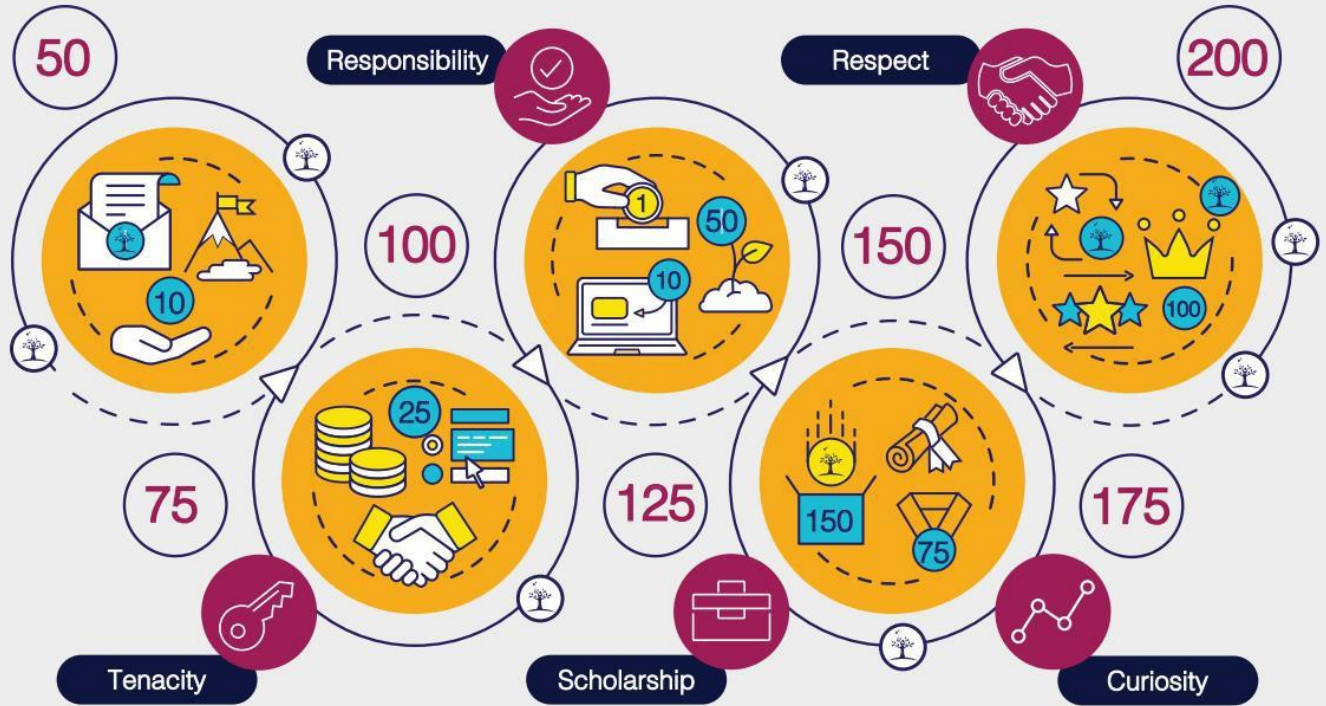
- 01 Arrive to the academy on time wearing our full academy uniform with pride and adhering to our dress code
- 02 Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins
- 03 Follow all staff instructions – first time, every time
- 04 Demonstrate positive social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

## Classroom Rules

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

# Achievement Points

The awarding of achievement points is closely aligned to student demonstrating the academy's values in a way that goes above and beyond the typical behaviours we expect of students. In most circumstances, staff will issue 1 achievement point.



## Appendix 3 - Achievement Points – Tariff

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

Astrea Values	Behaviours demonstrated
Scholarship	<ul style="list-style-type: none"> <li>• Excellent contributions in lessons</li> <li>• Reading widely</li> <li>• Demonstrating significant improvement</li> <li>• Excellent piece of work/homework</li> <li>• High standard of work presentation</li> <li>• Supporting other scholars with learning</li> <li>• Attending extra-curricular clubs for an extended period of time</li> <li>• Leading peers</li> </ul>
Curiosity	<ul style="list-style-type: none"> <li>• Completing additional work / homework</li> <li>• Demonstrating debate skills</li> <li>• Exploring new opportunities for learning (experiences out of comfort zone)</li> <li>• Significant improvement in work ethic and attitude</li> </ul>
Tenacity	<ul style="list-style-type: none"> <li>• Never missing a day of academy – 100% attendance (half term)</li> <li>• Overcoming difficult situation to strive for success in learning</li> <li>• Excellent participation, even in challenging circumstances</li> <li>• Acts of kindness and generosity</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Being helpful</li> <li>• Being courteous</li> <li>• Showing empathy to others</li> <li>• Respecting the environment</li> <li>• Representing the Academy</li> <li>• Demonstrating consist pride in their uniform</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Contributing to an academy event</li> <li>• Setting a good example to others</li> <li>• Attending revision sessions</li> <li>• Demonstrating independent learning</li> <li>• Attending enrichment activities</li> </ul>

### Variation from issuing 1 Achievement Point

There may be rare occasions where the accomplishment of a scholar goes way beyond that of an achievement in their daily experience, for example representing the academy in a national competition. For this reason, senior leaders within the academy, have the flexibility to award additional points to the deserving scholar/s.

## Appendix 4 – Home School Charter

### Students and parents/carers can expect the Academy to:

- provide a supportive, inclusive, and safe learning environment so that students can fulfil their potential academically and personally.
- Teach a carefully sequenced knowledge-rich curriculum which is aspirational and accessible to all students, optimising progress.
- Promote a positive approach to learning and celebrate all forms of achievement.
- Review class work and homework and give regular feedback in class and through Progress Review data.
- Opportunities for parents/carers to meet teachers, when progress will be discussed.
- Encourage high standards of behaviour, a sense of personal responsibility and resilience.
- Promote and support emotional, physical, and mental wellbeing.
- Inform parents/carers know about any concerns or problems that may affect student learning, behaviour or well-being and offer support when required.
- keep parents/carers informed about Academy activities through letters, newsletters, the website and the 'My Child at School App'.
- provide a range of extra-curricular and enrichment opportunities.

### The Academy expects students to:

- Always model the Academy's values and ethos
- Treat all staff and fellow students with kindness and respect.
- Complete classwork and homework on time and to the best of their ability.
- Be a good representative of the Academy in and out of uniform, including with any online activity.
- Uphold the highest standards of behaviour and abide by the Student Rules.
- strive to attend everyday arriving on time to all registrations and lessons.
- Bring all the equipment, books and kit needed each day.
- Wear uniform correctly, looking smart and presentable at all times.
- Switch mobiles phones and electronic devices off during the academy day.
- Follow all instructions first time and every time.
- Take responsibility for their actions, intentions and words.
- Complete any sanctions required and respond in a polite and courteous way.
- Keep the Academy and the surrounding environment free from litter and graffiti.
- Contribute to a safe community by refraining from bringing prohibited items into the Academy and always reporting instances of bullying or hate.
- Embrace extra-curricular and enrichment opportunities, contributing positively to their House, the Academy and the wider community.

### The Academy expects parents/carers to:

- Support your child's education, believing that your involvement is vital for their success.
- Work in partnership with staff at the Academy.
- Give your full support to the Academy, including supporting all policies and procedures.
- Support the Academy's behaviour policy and procedures and ensure your child always attends and completes sanctions required by the academy.
- Support our ethos of mutual respect in all communications.
- Attend all meetings with the Academy about your child's education and progress.
- Support the teaching and learning of students by ensuring that your child completes their homework under suitable conditions.
- Support your child to attend every day and work with the Academy to ensure your child has excellent attendance and punctuality.
- Ensure that your child has all necessary equipment and full Academy uniform.
- Inform the Academy of any changes in domestic circumstances.

## Appendix 5 – Sanctions Classifications Chart

Examples of disruptive behaviours that result in this sanction		
<p style="text-align: center;">One Negative Behaviour Point</p> <ul style="list-style-type: none"> <li>• Not being on task as directed</li> <li>• If the teacher is stopped from teaching to address the disruption</li> <li>• Arriving after 3 minutes late to the lesson (without a note from a member of staff)</li> <li>• Calling out</li> <li>• Head on the desk or slumped in the chair</li> <li>• Unsafe behaviour (e.g. swinging on their chair)</li> <li>• Lack of pride in their work</li> <li>• Disruption to learning /talking over the teacher</li> <li>• Failure to follow an instruction first time</li> <li>• Lacking equipment or knowledge organiser</li> <li>• Rudeness towards another scholar</li> <li>• Not following the seating plan / being out of their seat</li> <li>• Lack of effort in the classroom</li> <li>• Minor uniform issue – for example - shirt untucked, tie too short, blazer not work correctly etc</li> <li>• Talking on the corridor</li> <li>• Not walking on the left-hand side of the corridor</li> </ul>	<p style="text-align: center;">Two Negative Behaviour Points</p> <ul style="list-style-type: none"> <li>• Continuation of defiant behaviour after being issued with a verbal warning</li> <li>• Arriving after 7 minutes to the lesson (without a note from a member of staff)</li> <li>• Chewing gum</li> <li>• Not completing homework</li> <li>• Inappropriate language</li> <li>• No PE kit / incorrect PE Kit</li> <li>• Stealing or misusing personal or academy property</li> <li>• Littering within the academy</li> <li>• Throwing or splashing water</li> <li>• Major uniform infringement – turning up without a tie, wrong trousers, no blazer etc</li> <li>• More than one scholar in a toilet cubicle</li> <li>• Play fighting</li> <li>• Electronic device infringement – see additional information about electronic devices below 1*</li> </ul>	<p style="text-align: center;">Immediate referral to the Reset Space leading to a possible suspension</p> <ul style="list-style-type: none"> <li>• Continuation of defiant behaviour after being issued with negative behaviour points</li> <li>• Receiving an ‘On Call’ from a lesson</li> <li>• Truancy</li> <li>• Defiance</li> <li>• Swearing and/or use of inappropriate language (verbal abuse) directed towards a member of staff</li> <li>• Refusal to hand over an electronic device</li> <li>• Threatening behaviour</li> <li>• Bringing in a prohibited item or substance</li> <li>• Bullying</li> <li>• Using discriminatory language or displaying discriminatory actions</li> <li>• Smoking / Vaping</li> <li>• Refusal to attend a detention</li> <li>• Physical assault towards a member of staff or another scholar</li> <li>• Theft / stealing personal or academy property</li> <li>• Under the influence of drugs/alcohol, <i>N.B. this would primarily be regarded as a safeguarding matter</i></li> </ul>

## Reintegration Following Suspension

Name of Scholar	
Year Group	
Pastoral Lead	

**Reintegration following suspension 1.**

Venue of meeting	Over phone	In-person (at the Academy)	In-person (at Home)
Date of meeting			
Time of meeting			
Meeting attendees			Not attended by responsible adult, letter to be sent home

Behaviour points to date		Astras points to date	
Reading age		Attitude to learning	
Attendance		Translator Present	Yes    Call    No
Name of translator			

**Individual Suspension Overview (Please tick)**

Number of days lost \_\_\_\_\_

Abuse against sexual orientation and gender identity		Abuse relating to disability		Bullying
Damage		Drug and alcohol related		Inappropriate use of social media or online technology
Persistent or general disruptive behaviour		Physical assault against a pupil		Physical assault against an adult
Racist abuse		Sexual misconduct		Theft
Use or threat of use of an offensive weapon or prohibited item		Verbal abuse / threatening behaviour against a pupil		Verbal abuse / threatening behaviour against an adult

Number of suspensions (YTD)		Number of days suspended (YTD)	
Number of suspensions (TTD)		Number of days suspended (TTD)	

**Lost Learning**

**Voice of the Parent (VOP)\***

How are you ensuring your child is prepared for school each day?	
What can the school do to support you as a parent?	
How can the school support your child to be successful?	
How can you (or we) help put things right? <i>Restorative approach</i>	

**Voice of the Child (VOC)\***

What happened in the event that led to a suspension?	
What were you thinking at the time / since about the event that led to a suspension?	
How did your actions make the person or people feel?	
How can you (or we) help put things right? <i>Restorative approach</i>	
Name as many staff as you can that you can see if you want support/help	

**Actions / Adjustments to prevent / reduce further suspension and by whom:**

--

## Appendix 7 – Personal Support Plan template

### Personal Support Plan (Behaviour)

Name		Year/Form group	
SEND	K/E/NA	Date of Plan	
List those present in the planning meeting			

Additional Information (interests, wishes, feelings etc)
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

What works well (past successes/achievement points)
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

Types of behaviour causing concern	What triggers this?	Agreed strategies to modify this behaviour <i>(see provision and intervention matrix)</i>

Agreed actions for the scholar	Agreed actions for the pastoral lead /SLT
Agreed actions for teachers & school staff	Agreed actions for parents/ carer

We agree to follow the strategies outlined within the personal support plan and review this on the date outlined below:

School signature	Parent / carer	Scholar	Date of review



## Provision and Intervention Matrix

Wave 1	Wave 2	Wave 3
RC. Restorative Conversation	PSP. PEAP1	PSP. Pastoral Support Plan / PEAP2
PC. Parental Conversation	BOX. Boxing Programme	TFTF. Think for the Future
SB. Scholar Boutique	BPA. Behaviour Panel (Academy)	BPT. Behaviour Panel (15day + Panel)
BLCB. Breakfast Club	CYT. CYT Group Work Referral	SEC. Secondary Inclusion Panel (SIP)
LC. Lunch Club	COU2. THRIVE Intervention	COU3. Caritas Referral
SMED. Scholar Mediation	OUT2. Door 43 referral	CYT. CYT 1-1 Referral
AMED. Adult Mediation	EDP2. Ref. Trust Screening Support	EDP3. Ref. Educational Psychologist
A&P. Attendance & Punctuality (Stage 1)	INCP. Step-out (Inclusion Space)	AP. Alternative Provision (2 days +)
HOY. Head of Year check ins	EAR2. Early Help	ASBP. Referral to NAG/PSCO
DDSL. DDSL Check Ins	ADJT. RAG Rated Timetable	RTT. Reduced Timetable
LT. Lego Therapy (Group Intervention)	YC. Referral to Young Carers	STO. Step Out
BMS. Behaviour Intervention (Group Intervention)	TFTF. Think for the Future	MM. Managed Move
FSW. Family Support Referral	AP. Alternative Provision (1 day step out)	EAR3. Early Help
RWO. Racism Workshop	ASP. Attendance Stage (Stage 2/3)	ATP. Attendance Stages (Stage 4/5)
ABA. Anti-Bullying Ambassadors	LT. Lego Therapy (1-1)	AP. Alternative Provision (2 days +)
RS. RS Intervention		
ERT. Emotional Regulation Training		
HWC. Homework Club		
OTH. Other targeted provision:		



## Appendix 8: Prohibited Items

Prohibited items include:

- Mobile phones (should not be seen or heard) / personal tablet devices / earphones
- Chewing gum and sweets/confectionery
- Glass bottles
- Cable ties
- Laser pens
- LED torches
- 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)
- Super glue
  
- Needles other than for medical purposes
- Alcohol
- Illegal drugs
- Knives, blades, cutting utensils or tools (hammers, screw drivers, multi-tools etc.)
- BB guns or catapults
- Fireworks
- Solvents or hazardous chemicals
- 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