



Secondary Phase Positive Behaviour & Relationships Policy

Longsands Academy

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1 Behaviour Principles

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

The behaviour policy rewards positive behaviour, allows students to modify their behaviour whilst setting clear boundaries so that students 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 students does not negatively impact on the experience and future opportunities of the vast majority of students.

This policy should be read in conjunction with Policy, along with the Academy's Inclusion Policy.

2 Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life. where all students feel safe, valued and respected, and learn free from the disruption of others
- To recognise, reward and celebrate good behaviour.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To help students 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 students, 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 students within the academy, and, where required, provide additional support through the academy's Reset Base.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To support the mission, vision and values of the Trust and its establishments.

3 Legal & Statutory Duties

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

- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Equality Act \(2010\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#)
- [Suspension and Exclusion from maintained schools, academies and pupil referral units in English, including pupil movement \(2022\)](#)
- [Behaviour in Schools \(2022\)](#)
- [Use of Reasonable Force, advice for all academy leaders, staff and governing bodies \(2013\)](#)
- [Searching, screening and confiscation \(2022\)](#)
- [Supporting students with medical conditions \(2015\)](#)
- [The Teachers Standards \(2021\)](#)
- [Positive environments where children can flourish \(2021\)](#)

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 as a whole. We will hold all individuals, students, and staff, to account for their attendance and behaviour and their contribution to the areas for which they are responsible. Specific roles and responsibilities include:

5 Academy Leadership

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

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

6 Staff responsibilities:

- Implementing the behaviour policy consistently
- To support, praise and as appropriate reward students' positive behaviour, actively seeking these opportunities and demonstrating a genuine care and respect for students
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability, those who have experienced Trauma and/or LAC/PLAC, offering support as appropriate.
- To be consistently modelling and actively promoting high standards of behaviour, attendance, and punctuality.
- To promote positive behaviour through active development of students' social, emotional, and behavioural skills, within the mindset of promoting a de-escalation approach
- Providing the agreed reasonable adjustments to support students 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:

- Always follow and model The Astrea Behaviour and Culture Framework.
- Follow the rewards and consequences as outlined in the policy.
- Plan lessons that engage and challenge all students, ensuring that they have a firm understanding of their prior knowledge.
- Use visible rewards throughout every lesson – including the issuing of achievement points and character cards outside of lessons.
- Regularly celebrate students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, achievement points, certificates and, refer to SLT for additional praise.

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

7 Parents' responsibilities:

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

8 Students 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 students, academy property and the academy environment
- Never to denigrate, harm or bully other students or staff, including through the use of social media.
- Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences.

9 Systems – Rules and Routines

Students 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 students, 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 students 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 students who join throughout the year. In addition, all students will be taught the Astrea Behaviour Curriculum. This will be taught predominantly through form time and

supported by assemblies and curriculum time. We believe that as students 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.
5. Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community.
6. Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others.
7. Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins.
8. Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

Mobile Phone and Electronic Devices

Mobile phones (and other electronic devices) are brought into the academy at 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) for 24 hours** and an After School Detention will be issued.
- *The exception to this rule is where a member of staff has given permission for a student to use their mobile phone. This would only apply in truly exceptional circumstances.
- **If this falls on a Friday it cannot be collected until the following Monday after the academy day has finished. Where a mobile phone is confiscated on a Friday of the last week of term students may collect their phone between 3-4pm on the Monday of the first day of the holiday (unless it is a Bank Holiday), or during working hours on the first Tuesday of the holiday.

- There may be times where a 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.

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

Core Routines

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

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

- SLT arrival gate duty
- Line up / Morning address
- Class entry routines
- Class exit routines
- Transitions
- Equipment
- Silence is golden
- Habits of Attention
- Signal, Pause, Insist

Further detail around the Core Routines can be found on our website.

Uniform Expectations

- A black school jacket with a Longsands Academy badge already embroidered on the jacket, supplied by SWI.
- A Longsands Academy clip-on tie supplied by SWI.
- Black or mid-grey trousers (not light grey nor charcoal grey) in an approved style (loose fitting, not 'skinny') as available from SWI, and most high street and online retailers. **All trousers must be black from September 2024.**
- White shirt/blouse, plain, buttoned, short or long sleeved with standard collar and no logos, which are widely available.
- Shoes must be completely plain black with a smart appearance suitable for office wear (including laces, uppers and soles), have a sturdy, solid sole and not reach above the ankles. Converse and other similar footwear labelled as 'shoes' are not acceptable.
- Plain black socks (ankle or below knee length) or plain black tights.
- Optional tailored shorts during the summer term (must be purchased via the SWI website).

- An optional Longsands tartan skirt (must be knee length) supplied by SWI.
- An optional Longsands black V-neck jumper supplied by SWI.
- Jewellery – one set of stud earrings, one ring and a watch are allowed. No additional piercings or bracelets.
- Natural hair colours only and no extreme hair styles

PE Kit:

- Red PE top, with logo.
- Shorts, plain black.
- Socks, full length red.
- Reversible rugby shirt for boys.
- Black base layer
- Black tracksuit bottoms.
- Black midlayer ¼ zip with logo.
- Trainers, indoor/outdoor (non-marking soles).
- Boots for boys and girls (football, hockey, rugby) essential for safety.
- Gum shields (hockey/rugby), safety studs (rugby) and shin pads (football, hockey, rugby) are essential for safety.

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 student’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 student’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, students 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;
- acknowledgment 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 praise contacts home (for example a phone call or postcard), which, in turn, will promote a positive working relation with the family.

Achievement Points

Students will be rewarded with achievement points each time they demonstrate behaviours in line with the Astrea values. (See appendix 2: Achievement point tariff).

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

Achievement points are collated and recorded in Bromcom, these are easily accessible for parents/carers through the 'My Child At School (MCAS) app'. The position of the form group and individuals is shared on a weekly basis by the pastoral team. The pastoral team will also regularly analyse the distribution of achievement points across groups of students to ensure consistency and that all students are rewarded. When a student reaches a certain level of achievement points, they will receive the corresponding certificate and badge.

Daily Rewards

- Each professional will praise students for following the academy rules.
- Achievement points will be awarded to students for demonstrating the Astrea and academy values.
- Each form tutor will aim to award at least 1 student with an achievement point during tutor time.
- Each class teacher will aim to award at least 3 students within the lesson.
- Each Pastoral Year Leader will aim to award at least 5 students from their year group over the course of the day, including at social times.

Weekly Rewards

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

Every week, teachers and student-facing support staff will make at least two praise contacts home, this could be in the form of a praise phone call or a praise postcard, sharing the achievement of the student with their family. All praise contacts will be logged on Bromcom for parents/carers to view.

Over the course of the week, as pastoral and senior staff carry out lesson visits and supervision duty, they will look to award 'Golden Tickets' to students who are witnessed demonstrating the academy's values and / or going above and beyond in some way. The academy may choose to focus on a specific school value for a set period of time or may award all values concurrently. Students who win a 'Golden Ticket' will be eligible for the instant reward prizes and can swap their ticket for a prize of their choice.

Half Termly Rewards

At least once a half term, house assemblies will focus explicitly on celebrating students' achievements, linked to the Astrea and academy values. Due to the high-profile nature of the achievement points, where students have achieved an Achievement Point certificate threshold, these will be awarded during this assembly.

Threshold Rewards

As students accumulate their achievement points, they will receive certificates for key threshold points (for example 75, 100 or 150 achievement points). Students will also receive a corresponding badge to be worn on their blazer/ jumper. The achievement points continue to accumulate over the

year, resulting in the opportunity for students to achieve the maximum threshold of 200 points. The thresholds are as follows:

Badge colour	Achievement points
House Colour	50
Bronze	75
Silver	100
Gold	150
White	200

Annual Celebrations

Opportunities will be taken through the academic year to celebrate students' 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 students involved in improving their handwriting. These additional rewards opportunities will follow the ethos of the wider whole academy rewards structure.

Student Leadership Roles

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

11 Sanctions

Rationale

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

Disruption-free Learning

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

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

We will consider whether a student's SEN or disability has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. To do this, the academy will consider

whether the student understood the rule or instruction and whether the student was unable to act differently because of the SEN. The academy will not assume that because a student has SEN or a disability that this must have affected their behaviour on a particular occasion or assume that a student's SEND automatically requires behaviour support to be put in place.

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

- A verbal reminder;
- The issuing of an after-school detention;
- Referral to the reset base for a whole academy day;
- Referring the student to a senior member of staff;
- Time directed with SLT;
- Phone calls home to parents / carers;
- Formal meeting with parents, with agreed targets;
- Suspension*;
- Managed move*;
- Alternative Provision*.
- Permanent Exclusion*

** 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.

Remember it's not the severity of the sanction, it is the certainty that this follow up will take place that is important.

The Sanctions Escalation Process

Within the Classroom

Stage 1 – Verbal Reminder

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

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

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

- If the teacher is stopped from teaching to address the disruption, then there is a need to issue a verbal reminder
- Calling out
- Disruption to learning /talking over the teacher.
- Failure to follow an instruction first time.
- Lacking equipment/ student handbook
- Rudeness towards another student
- Not following the seating plan
- Lack of effort in the classroom
- Uniform issue
- Head on the desk or slumped in the chair.
- Unsafe behaviour (e.g., swinging on their chair)
- Lack of pride in their work

Stage 2 – After School Detention

If a student continues to disrupt the learning within a lesson or behaves in a way that contravenes the values and rules of the academy, it is important that there is a clear and immediate consequence to their actions, as such, they will be issued with a same day after school detention. This detention will last for 30 minutes.

The list of students attending after school detention for that evening will be collated during period 4, with parents/ carers being informed via text message. Any student who receives an after-school detention after 13:30 will sit this the following school day.

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

- Session 1: 3:15 – 3:45pm
- Session 2: 3:45 – 4:15pm

A student could potentially sit two after school detentions on the same evening if they have contravened the school rules and expectations on two occasions during the school day. For students who receive one detention in Key Stage 4, they will attend their period 6 lesson first and then attend their detention. (If a KS4 student receives two detentions in a day it is expected that they attend both after school detentions.)

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

- Continuation of defiant behaviour after being issued with a verbal reminder
- Arriving 5+ minutes late to lesson (without a note from a member of staff)
- Chewing gum
- Not completing homework
- Inappropriate language
- No PE kit.
- Stealing or misusing personal or academy property
- Littering within the academy
- Throwing or splashing water
- Uniform infringement that is then corrected
- Repeated lack of equipment
- Electronic device infringement – *see additional information about electronic devices below*

Outside of the Classroom – Character Cards

The 'Character Card' reinforces our high expectations for behaviour and conduct outside of lessons and seeks to provide opportunities to recognise and reward. It also supports pupils to reflect upon their behaviour and link their actions and choices back to the Astrea Ascent. Overall, we want students to regulate their own behaviour by making good choices and developing positive habits linked to our core values and character traits. We therefore ask our students to seek out positive opportunities to help form their character and be rewarded for doing so, whilst avoiding situations or choices which take away from the person they really want to be.

At the start of each week, students will be issued with 'neutral (blue)' Characters Cards via form tutors. All staff will challenge and support pupils for the behaviour and conduct outside of lessons. It is important that we hold pupils to our high standards but also take opportunities to recognise and reward pupils for making the right choices and embodying our values. This will be done by a member of staff signing the character card.

Staff will recognise and reward students whenever and wherever positive behaviour is observed outside of lessons. The staff member requests that the student provides their characters card, ticks, and signs the relevant recognition, and explains why a recognition is deserved.

Likewise, staff will challenge students whenever and wherever negative behaviour is observed outside of lessons. The staff member requests that the student provides their characters card, ticks the relevant breach, signs, and dates the card and explains why. If there is an infringement it must be corrected, e.g., for a uniform infringement the blazer must now be worn correctly/ Shirt tucked in. Staff must ensure that the student corrects this before being dismissed. Thank the pupil for their cooperation, remind them to maintain high standards and that values and virtues count. Should a student receive three negative behaviour events on their card, the member of staff signing the card will collect this card and where possible replace with a new blue card or arrange for a SSO to do so.

Character cards will be issued weekly. Students with no negative behaviour infringements will be given a green card in recognition of their excellent behaviour. 'Green' cards should be retained and given to Pastoral Leaders as part of a half-termly prize draw.

It is the expectation that students always have their card with them. Lost or missing cards will be replaced with a 'neutral (blue)' card and an after-school detention issued by the Form Tutor.

Stage 3 – The Reset Classroom

If a student repeatedly disrupts the learning within a lesson (having previously been issued with a verbal warning and after school detention) or behaves in a way that significantly contravenes the values and rules of the academy, they will be required to attend the Reset Classroom for a minimum of 1 school day. If a student has reached this stage within a lesson, they will be collected and taken with their belongings to the Triage room, adjacent to the Reset Base.

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

The Triage Room lead will decide if the student's behaviour warrants a referral to Reset Classroom, an additional lesson in the Triage Room or the student is to return to lesson at the start of the next lesson. Students should not return to lessons where they have been removed from. (See appendix 7 flow chart).

On arrival, the following actions will take place:

- The student is registered.
- The student hands over their mobile phone / electronic devices (for safe storage till the end of the day)
- The Reset Base team contact the students' parents/ carers to inform them that they have been placed into the Reset Base and the reasons why.
- The student will remain within the Reset Base until the end of the corresponding lesson for the next day (for example, if they arrive period 3, they will remain in the base until the end of period 3 on the next school day).
- The student will attend the full after school detention (60 minutes).

The Reset Base aims to support students who are displaying behaviours that are disrupting other students. The base is led and managed by the Reset Base Manager, they will be supported by additional staff and SLT will visit every lesson. The Reset Base runs from 08:35 – 4:15pm.

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

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

Students are expected to:

- Arrive to the Reset Base within 3 minutes of referral.
- Fully complete the check-in process, including handing over their mobile phone / electronic devices to be kept securely.
- Complete their academic work while in the Reset Base. If the quality or quantity of work completed does not meet the required / expected standard, their time in the Reset Base may be extended (or escalated) unless there is a mitigating reason or circumstance. Likewise, if the conduct of a student does not meet the required / expected standard, their time in the Reset Base may be extended (or escalated).

Examples of behaviours that will result in immediate referral to the Reset Base, and may lead to a possible suspension
<ul style="list-style-type: none">• Continuation of defiant behaviour after being issued with an Afterschool detention.• Truancy• Swearing and/or use of inappropriate language (verbal abuse) directed towards a member of staff.• Refusal to hand over an electronic device• Threatening behaviour• Damage to school property• Bringing in a prohibited item or substance• Bullying• Using discriminatory language or displaying discriminatory actions• Smoking / vaping• Refusal to attend a detention.• Physical assault towards a member of staff or another student• Theft / stealing personal or academy property

Disruptive behaviour in the Reset Base

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

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

Following these four opportunities, if the behaviour continues, the student will receive a fixed-term suspension for persistent disruptive/defiant behaviour in the Reset Base. The student will return to the Reset Base for one full day (including detention) when integrated back from suspension.

Supporting students following a sanction

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

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

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

12 Suspension and Permanent Exclusion Guidance

If the strategies deployed within the Reset Base are unsuccessful, the student will receive a fixed term suspension for at least a full day, for persistent disruption within the Reset Base. A student who receives one fixed term suspension must spend a full day in the Reset Base on their return before they are reintegrated into mainstream.

The following protocols are to be followed for students who receive fixed-term 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 and SLT link 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 student 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 student from academy, suspension is always a last resort. The guidance references the following reasons for suspension:

- Physical assault against a pupil

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

Only the Principal (or the person acting in their absence) has the power to suspend a student 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 student for up to 45 academy days in any academic year, or permanently. Should a student 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 student, 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 student at risk of permanent exclusion, where this is appropriate. A managed move involves the transfer of a student who may be at risk of an exclusion to another academy. This is voluntary and can only be used as a supportive measure if there is agreement from both schools and the parent/carers. This is usually arranged via the fair access protocol.

14 Behaviour Beyond the Academy Site

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

15 Behaviour Tracking and Analysis

Behaviour incidents are logged using the specific categories within Bromcom and where appropriate further information is recorded in CPOMs. Principals and Behaviour Leads regularly analyse behaviour data to identify patterns, trends, and areas for future development. Key students and trends of behaviour will be reviewed during regular Behaviour, Attendance, Safeguarding and Inclusion (BASi) meetings.

16 Interventions

Students are identified for interventions through a range of processes, these can include analysing behaviour logs on Bromcom, staff referrals, pastoral team referral, BASi meetings, reintegration meetings.

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

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

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

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

Where a student 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 student to access learning,

Where a student has experienced trauma and/or LAC / previously-LAC, the academy will liaise with the Trauma Informed Practitioner, Mental Health Lead, Designated Teacher, or Designated Safeguarding Lead and, where applicable, the Virtual School. Strategies will be incorporated into plans to support the student 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 students 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 'My Child at School (MCAS) app'. This provides parents/carers with live information about their child's experience within school. We will aim to share all key documentation with parents/carers in a timely manner.

19 Bullying

We will ensure that all students 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 students. 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 student 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 students relate to one another online can have a significant impact on the environment within the academy and leave a student 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. Particular members of staff have been specifically trained to de-escalate situations where a student 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 students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Three key terms to consider when using reasonable force: is it **reasonable**, **proportionate** and is it **necessary**. The actions of staff will always be in the best interest of the student 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 students 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 student'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 students or their possessions, without consent, where they have a reasonable ground for suspecting that the student may have a prohibited item. For a list of the Prohibited items see appendix 10.

24 Malicious Allegations

Students 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 student's behaviour.

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

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

26 Use of CCTV

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

27 Monitoring and Review

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

This policy is linked to the following policies:

- Exclusion policy

- Safeguarding policy
- Inclusion policies

Appendix 1 – The Rules









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**
- 02**
- 03**
- 04**
- 05**
- 06**
- 07**
- 08**

Classroom Rules

- 01**
- 02**
- 03**
- 04**
- 05**
- 06**
- 07**
- 08**

Arrive to the academy on time wearing our full academy uniform with pride and adhering to our dress code

Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins

Follow all staff instructions – first time, every time

Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others

Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community

Always transition around the academy safely with pace and purpose

Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard or used during the academy day

Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

Be polite and show respect for other people and the academy environment

Arrive on time, fully equipped and ready to learn

Enter the classroom in silence, following the entry routine

Follow all staff instructions – first time, every time

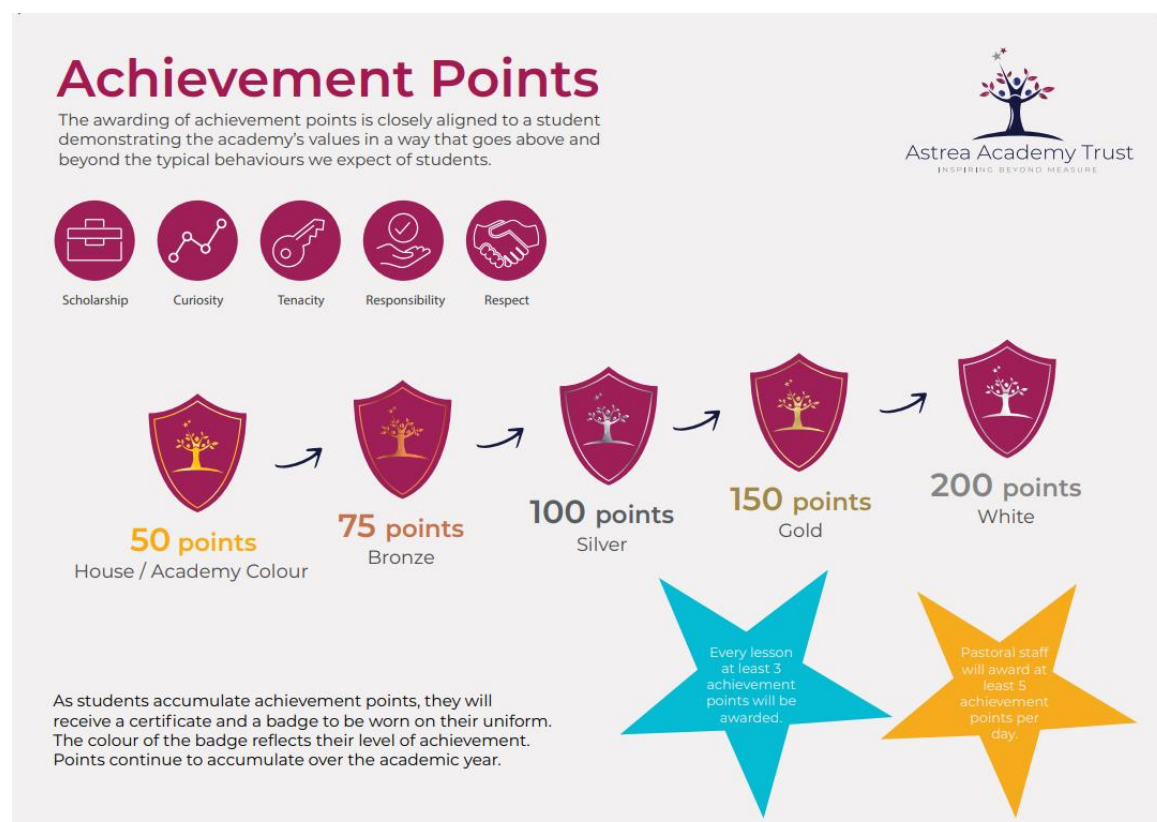
Work hard, with maximum effort – never disrupting others

Consistently demonstrate pride in the presentation of your work

Always do your homework to the best of your ability and hand it in on time

Stand in silence at the end of the lesson and follow the exit routine

Appendix 2 – Rewards Visuals



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 students demonstrating the academy's values in a way that goes above and beyond the typical behaviours we expect of students.

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

Appendix 4 – Home School Agreement Example

HOME-SCHOOL AGREEMENT 2023/24

We believe that a great academy is simply one where everyone is united in a common goal to provide the best educational experience for the students and community we serve. We recognise that NAME OF ACADEMY is in a truly privileged position, being an academy for the whole community and helping to shape the future of generations to come. This a partnership between academy, students, and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim.

Vision:

- We believe that all students, regardless of their starting point, should be guided and supported to develop the academic, social, and moral understanding and behaviours to be successful and happy in their future.
- As a community of students, staff, and parents/carers we are respectful, polite and courteous to each other in all that we do.

Values:

Scholarship	Tenacity	Curiosity	Respect	Responsibility
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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.
- provide 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.
- let 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 achieve 97%+ attendance and arrive on time to all registrations and lessons every day.
- 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. Any phones seen or heard or used during the academy day will be confiscated.
- 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 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.

By signing this agreement, you are acknowledging that you have read the above information and that you agree to support this partnership with your child and the staff at INSERT NAME Academy.

<i>Student name:</i>	<i>Parent / carer name:</i>
<i>Student signature</i>	<i>Parent / carer signature:</i>
<i>Date:</i>	<i>Date:</i>

Appendix 5 – Astrea Sanction Stages for negative behaviour

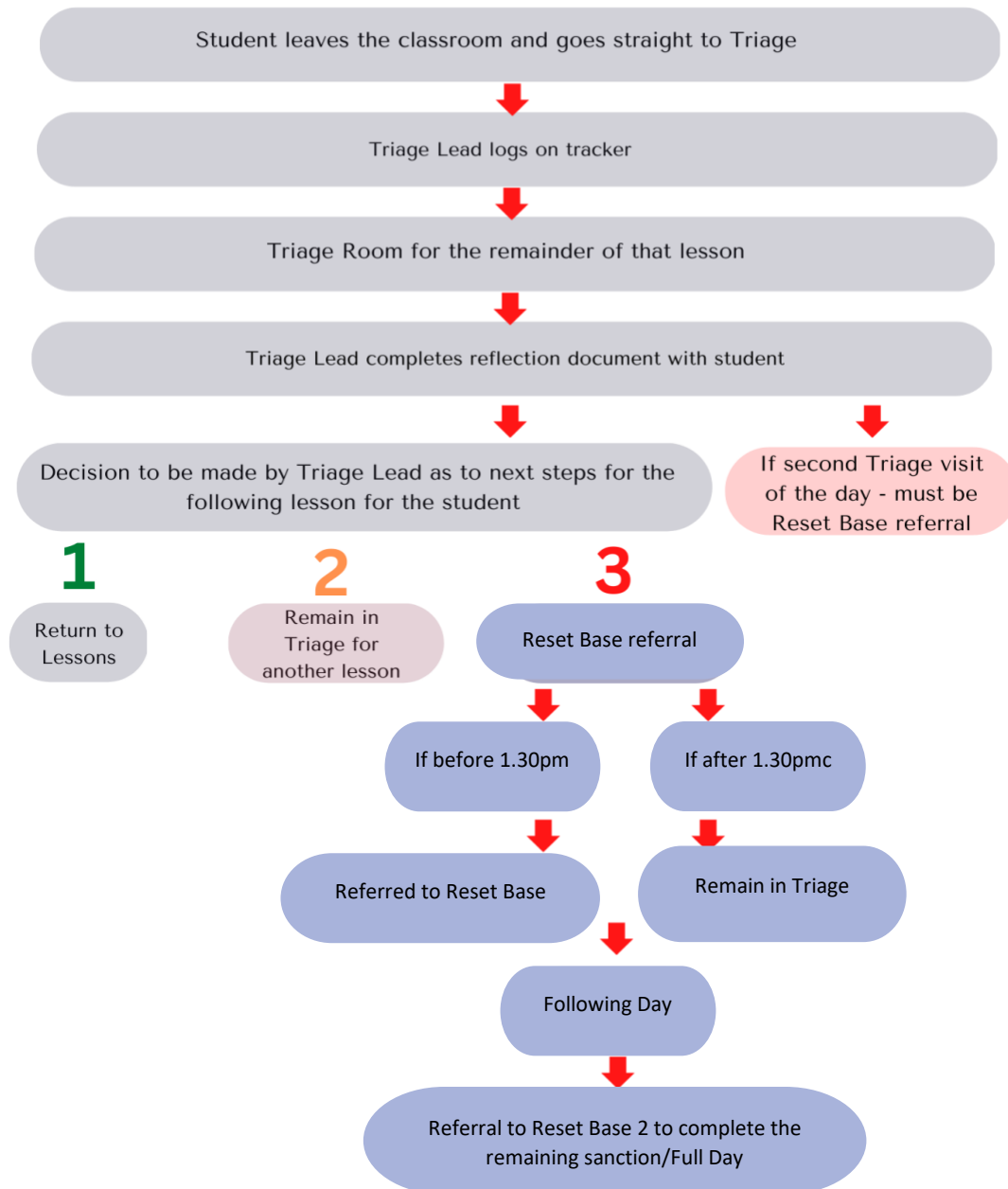


Appendix 6 – Sanctions Classifications Chart

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

Appendix 7: Reset Base Flowchart

TRIAGE AND RESET BASE FLOWCHART



Appendix 8: Prohibited Items

Prohibited items include:

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