



# **Positive Behaviour & Relationships Policy**

## **Secondary Phase**

### **St Ivo Academy**

Date	November 2022
Written by	Director of Secondary
Adopted by the School	March 2023
Review Date	March 2025
Version	v1.8

## Contents

Contents.....	2
1 Behaviour Principles.....	4
2 Aims.....	4
3 Legal & Statutory Duties .....	5
4 Roles and Responsibilities.....	5
5 Academy Leadership.....	5
6 Staff responsibilities:.....	6
7 Parents’ responsibilities:.....	7
8 Students are expected to:.....	7
9 Systems – Rules and Routines.....	7
10 Recognition and Rewards .....	8
Achievement Points .....	9
Daily Rewards.....	9
Weekly Rewards.....	9
Half Termly rewards.....	9
Threshold Rewards .....	9
Annual Celebrations.....	10
Student Leadership roles .....	10
11 Sanctions.....	10
Rationale .....	10
Disruption-free learning.....	10
The sanctions escalation process.....	11
Disruptive behaviour in the Reset Classroom.....	14
Supporting students following a sanction .....	14
12 Suspension and Permanent Exclusion Guidance .....	15
13 Managed Moves .....	16
14 Behaviour Beyond the Academy.....	16
15 Behaviour Tracking and Analysis.....	16
16 Interventions.....	16
17 Behaviour Support for Learners with SEND, experience of trauma or LAC/PLAC. ....	16
18 Working with Parents / Carers.....	17
19 Bullying.....	17
20 Child-on-child sexual violence and sexual harassment.....	17

21	Online Behaviour .....	17
22	Positive handling & use of reasonable force .....	18
23	Powers of search and confiscation .....	18
24	Malicious Allegations .....	18
25	Staff Training .....	18
26	Use of CCTV .....	19
27	Monitoring and Review .....	19
	Appendix 1 – The Rules .....	20
	Appendix 2 – Rewards Visuals .....	21
	Appendix 3: Achievement Points – Tariff.....	22
	Appendix 4 – Home School Agreement Example .....	23
	Appendix 5 – Astrea Sanction Stages for negative behaviour .....	<b>Error! Bookmark not defined.</b>
	Appendix 6 – Sanctions Classifications Chart.....	25
	Appendix 7 – Reintegration Documentation .....	26
	Appendix 8 – Personal Support Plan template .....	28
	Appendix 9 –PEAP template .....	30
	Appendix 10: Prohibited Items .....	34

# 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 the Astrea Behaviour and Culture Framework, the Exclusion Policy, along with the Academy's Inclusion Policy and the Anti-Bullying Policy.

# 2 Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life where all 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 Classroom
- 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: check still most up to date

- [Keeping Children Safe in Education \(2022\)](#)
- [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 and Discipline 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 \(2021\)](#)

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 will 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 students across the academy; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students
- 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

- 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
- The Special Educational Needs and Disabilities Co-ordinator (SENDCO) ensuring that students are screened for special educational needs and/or disabilities and signposted to support where referrals meet thresholds
- Will make alternative provision from day 6 for fixed period excluded students, and to arrange reintegration interviews for parents and students at the end of a fixed period exclusion
- 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.

## **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 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
- Modelling and actively promoting high standards of behaviour, attendance and punctuality at all times
- 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:

- 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 students, 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 students 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 students to modify their behaviour
- Retain ownership and engage in reflective dialogue with students
- 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 exclusion and to attend a reintegration interview with the academy at the end of a fixed period exclusion
- 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). To be introduced from September 2023

## **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
- 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 through form time, 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, avoiding unnecessary talking.
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.

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.

## **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.

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

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

### **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/s.

Achievement points are collated and recorded in Bromcom, these are easily accessible for parents/carers through the 'Mychild at School app'. When a student reaches a certain level of achievement points, they will receive the corresponding certificate. Achievement point results will be shared and celebrated within the academy community, regularly.

### **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 head of year will aim to award at least 5 students from their year group during social times

### **Weekly Rewards**

During tutor time once a week, Form Tutors will share the running totals for achievement points, celebrating and sharing success on both an individual and form group level.

Every week, teachers and support staff will make at least two praise phone calls home, sharing the achievement of the students with their family.

The student with the highest Achievement points in each year group will be named 'Student of the Week'. Their names will be displayed across the academy site through the use of newsletters and relevant media outlets.

### **Half Termly rewards**

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

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

### **Threshold Rewards**

As students accumulate their achievement points, they will receive certificates for key threshold points (for example 25, 50 or 100 achievement points).

### **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 (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 students and staff feel supported and secure

Sanctions need to be in proportion to the offence (see appendix 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 as a result 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.

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 Classroom for a whole academy day
- Referring the student 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\*
- 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**

### **Stage 1 – Reminder**

In the first instance of a misdemeanour occurring, students will be issued with a '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 'reminder' to ensure that students are clear that this reminder has been given.

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

- If the teacher is stopped from teaching to address the disruption, then there is a need to issue a verbal warning
- Arriving up to 3 minutes late to the lesson (without a note from a member of staff)
- Calling out
- Disruption to learning /talking over the teacher
- Failure to follow an instruction first time
- Lacking equipment/ 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

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

## **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 45 minutes. During the detention, students 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 students attending after school detention for that evening will be collated during period 4, with parents/ carers being informed via email. Any student who receives an after school detention during period 5 will sit this the following school day.

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

- Session 1: 3.00 – 3.45pm
- Session 2: 3.45 – 4.30pm

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 and then attend their detention.

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

- Continuation of defiant behaviour after being issued with a verbal warning
- Arriving between 4 and 8 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
- Repeated lack of equipment
- Electronic device infringement – see additional information about electronic devices below 1\*

## **Confiscation of Electronic Devices**

Any electronic device that is seen, heard or used, from entering the school site until the 3.00pm bell will incur an After-school Detention. In addition the student will hand over the device, including the SIM and this will be retained by the academy and stored in a safe location. If a student's device is confiscated, a member of school staff will inform the parent/carer of this prior the end of the day. Parents and carers will be able to recover the electronic device the same day.

### **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 are expected to take themselves and their belongings to the Reset Classroom within 5 minutes of being asked to leave the classroom.

Once they have arrived at the Reset Classroom they will be met by a member of the Reset Classroom team. On arrival, the following actions will take place:

- The student is registered into the Reset Classroom
- The student hand over their mobile phone / electronic devices
- As a calming activity, the student reads from a pre-selected range of books, appropriate for their reading age ability
- The student completes a reflection task
- The student will remain within the Reset Classroom 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 (90 minutes).

The Reset Classroom aims to support students who are displaying behaviours that are disrupting other students. The Base is led and managed by the Reset Classroom Manager, they will be supported by additional staff and SLT will visit every lesson. The Reset Classroom runs from 08:40 – 4.30pm.

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

- Students receive high quality (and differentiated) academic work that matches 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 with staff members and reduce the likelihood of a repeat placement or escalation to suspension.
- Students are supported by the SENDCO and the inclusion team to consider reasonable allowances and adjustments to support students being successful while on placement.

Students are expected to:

- Arrive to the Reset Classroom within 5 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 Classroom. If the quality or quantity of work completed does not meet the required / expected standard, their time in the Reset Classroom 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 Classroom may be extended (or escalated).
- Engage in the restorative conversation with the relevant pastoral leader.

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

- Continuation of defiant behaviour after being issued with an After-school detention
- Truancy
- Swearing and/or use of inappropriate language (verbal abuse) directed towards a member of staff
- Refusal to hand over an electronic device
- Threatening behaviour
- 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
- Under the influence of drugs/alcohol, *N.B. this would primarily be regarded as a safeguarding matter*

### **Disruptive behaviour in the Reset Classroom**

Students who do not adhere to the expectations of the Reset Classroom 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 SLT supervisor / Pastoral supervisor will issue a clear warning to the student (and record this on the log sheet).
2. The SLT supervisor (or another member of SLT) will speak to the student, explaining how the behaviours displayed do not meet the expectations of the Reset Classroom and how the student 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 Pastoral Leader / 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 Classroom 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.

Following these three opportunities, if the behaviour continues, the student will receive a fixed-term suspension determined by the principal for persistent disruptive/defiant behaviour in the Reset Classroom. The student will return to the Reset Classroom 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/cares/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

Re-integration following a suspension needs to be recorded using appendix 7. This 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.

## 12 Suspension and Permanent Exclusion Guidance

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

The following protocols are to be followed for students who are receive fixed-term exclusions:

- **First suspension** — Reintegration documentation, including 'next steps' is completed with the student and family). The SLT link for the year group will lead the reintegration meeting, alongside the Head of Year;
- **Second suspension**— SENCO and SLT link will complete reintegration meeting, carrying out the reintegration documentation including referencing the previous documentation from the first suspension. They will also complete a Personal Support Plan (Behaviour) (appendix 8) and may also complete an Early Help referral. Within the PSP, the SENCO will ensure that the relevant intervention is put in place to change the current behaviour path and that all parties (including parent/carer, student, pastoral team and staff are clear on their actions moving forward. The pastoral lead will share these actions with staff and the PSP will saved in the student's files on CPOMS / Bromcom.
- **Subsequent suspensions** — the student's PSP is reviewed, alongside previous reintegration documentation. Additional referrals will be made to external agencies. If suspension continues, the SLT lead will consider the use of a PEAP (appendix 9) and other avenues of intervention. The school will also consider when the Principal will need to lead the reintegration process.

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.

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 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/carer. This is usually arranged via the fair access protocol.

## **14 Behaviour Beyond the Academy**

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 and through electronic communications.

## **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 regularly during weekly during the Behaviour, Attendance, Safeguarding and Inclusion meetings.

## **16 Interventions**

Students are identified for interventions through analysing behaviour logs on Bromcom and regular staff communication.

Interventions are used to support students 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 form the basis of a personal support plan (PSP).

## **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 / prev-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.

Parents / carers are able to access up to date information about their child through the 'My Child at School app'.

## **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 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 Cambridgeshire ECT service and 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.

## **27 Monitoring and Review**

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

This policy is linked to the following policies:

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

## Appendix 1 – The Rules









# 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

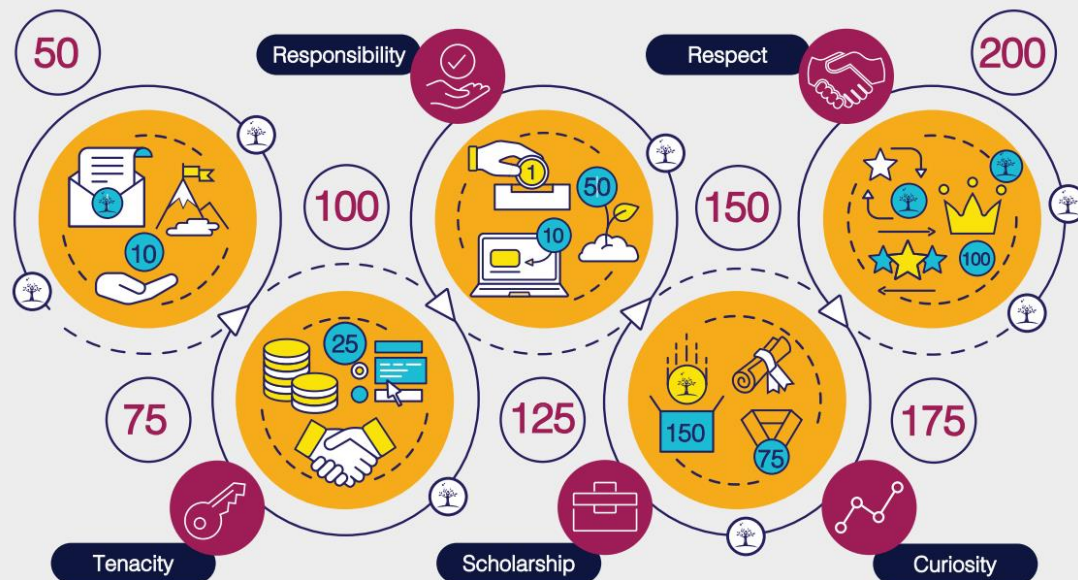
Always do your homework to the best of your ability and hand it in on time

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

## Appendix 2 – Rewards Visuals

### 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.



### Positive Rewards

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



## 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"> <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> </ul>
Curiosity	<ul style="list-style-type: none"> <li>• Attending extra-curricular clubs for an extended period of time</li> <li>• Leading peers</li> <li>• Completing additional work / homework</li> <li>• Demonstrating debate skills</li> <li>• Exploring new opportunities for learning (experiences out of comfort zone)</li> </ul>
Tenacity	<ul style="list-style-type: none"> <li>• Significant improvement in work ethic and attitude</li> <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> </ul>
Respect	<ul style="list-style-type: none"> <li>• Acts of kindness and generosity</li> <li>• Being helpful</li> <li>• Being courteous</li> <li>• Showing empathy to others</li> <li>• Respecting the environment</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Representing the Academy</li> <li>• Demonstrating consist pride in their uniform</li> <li>• Contributing to a 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>
<b>Variation from issuing 1 Achievement Point</b> 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 (To be introduced September 2023)

### 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
-------------	----------	-----------	---------	----------------

#### 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 6 – Sanctions Classifications Chart

Examples of disruptive behaviours that result in this sanction		Examples of behaviours that result in immediate referral to the Reset Classroom leading to a possible suspension
Reminder	Detention	
If the teacher is stopped teaching – then there is a need for reminder	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 – Reintegration Documentation



### Return to School Agreement

Date of meeting:	
Name & tutor group:	
Present at the meeting:	

Reason for action:	
--------------------	--

Agreed actions by student:	
Agreed actions by parent/carer:	
Agreed actions by school:	

Signatures/tick that parties agree with actions:

Student	
---------	--

Parent/Carer	
HOY/SSA	
SLT Link	

## Appendix 8 – Personal Support Plan template

### Personal Support Plan (Behaviour)

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

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

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

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

<b>Agreed actions for the student</b>	<b>Agreed actions for the pastoral lead /SLT</b>
<b>Agreed actions for teachers &amp; school staff</b>	<b>Agreed actions for parents/ carer</b>

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

<b>School signature</b>	<b>Parent / carer</b>	<b>Student</b>	<b>Date of review</b>

## **Provision and Intervention Matrix**

<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
RC. Restorative Conversation	PR2. Pastoral Report	PR3. Pastoral Report
PC. Parental Conversation	PSP. Pastoral Support Plan / PEAP1	PSP. Pastoral Support Plan / PEAP2
PR1. Pastoral Report	BPA. Behaviour Panel (Academy)	BPT. Behaviour Panel (Trust)
BLCB. Breakfast Club	BOSS. Ref. Behaviour Outreach & Support Service	SEC. Secondary Inclusion Panel (SIP)
BCLB. Break/Lunch Club	COU2. Ref. Student Counselling	COU3. Ref. Student Counselling
SMED. Student Mediation	OUT2. Ref. Outreach Mentoring	OUT3. Ref. Outreach Mentoring
AMED. Adult Mediation	EDP2. Ref. Educational Psychologist	EDP3. Ref. Educational Psychologist
PMEN. Peer Mentoring	WMIM2. With Me In Mind	WMIM3. With Me In Mind
EMOL. Emotional Literacy	ASBM. Anti-Social Behaviour Mentoring	ASBP. Anti-Social Behaviour Programme
YSUP. Young Carers Support sessions	ADJT. Adjusted Timetable	BEST. Bespoke Timetable (PTTT)
NSUP. Nurse Support sessions	BRIP. Bridge Placement	PYRP. Pyramid Placement (with/without AP)
LSUP. LGBTQ+ Support sessions	INCP. Inclusion Placement (other academy)	MAN. Managed Move
TSUP. Trans- Support sessions	EAR2. Early Help	EAR3. Early Help
BSUP. Bereavement Support sessions	ASP. Attendance Support Plan	ATP. Attendance Panel
AR. Attendance Report		APWS. Attendance Enforcement

## Appendix 9 –PEAP template

### Pre-Exclusion Assessment Process (PEAP) – Stage 1

Name of Academy:

Name of child:

#### 1. Profile

Gender:		Date of Birth:	
Year Group:		Tutor Group:	
UPN:		Date of Admission:	

Ethnicity:		First Language:	
SEND:		Second Language:	
FSM:		EAL:	

Attendance:		Positive Points:	
Exclusion (% absence)		Negative Points:	

#### 2. Details of Fixed-Term Suspensions:

Start Date	End Date	Type	Reason	Duration (days)

#### 3. Details of External interventions and support: *Ref. to Wave 1, 2, 3 interventions from matrix.*

Intervention	Agency	Reason	Date started	Date ended	Impact

**4. Details of Internal interventions and support. Ref. to wave 1, 2, 3 interventions from matrix.**

Intervention	Staff	Reason	Date started	Date ended	Impact

**5. Details of documentation to support child's individual needs:**

Documentation	Date of 1 <sup>st</sup> document	Date of 2 <sup>nd</sup> document	Date of 3 <sup>rd</sup> document
SEND Support Plan			
Behaviour Support Plan e.g. RA / PHP			
Pastoral Support Plan			
Attendance Support Plan			
Part-Time Timetable (PTTT)			
Alternative Provision (AP) commissioning and review document (as appropriate)			
Any other relevant documentation. Specify:			

**6. Further information:**

<p>Key Concerns</p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> <li>• -</li> </ul> <p>Academic Status:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Safeguarding Status:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
---

**7. Voice of the Child (VoC)**

Questions for the Safeguarding Lead/Pastoral Lead to ask the Pupil: Suggested questions are given below but Safeguarding Lead should not be restricted by them, nor is this list complete; it is important that in accordance with the guidance from the DfE, we obtain as much information as the pupil is willing to share. Questions should be tempered as needed.

“The decision to exclude a pupil must be lawful, reasonable and fair...Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion...Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene

early in order to reduce the need for a subsequent exclusion.”

“Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding”.<sup>1</sup>

<b>Date VoC collected:</b>	
1. What do you like about the academy?	
2. Are you happy when you are here at the academy?	
3. Can you describe a time when you have not been happy and what happened?	
4. When you get angry, what do you do?	
5. How do the teachers try to help you?	
6. Is there anything the teachers could do better to help you when you are angry?	
7. Can you remember the last time you were suspended from the academy?	
8. When was it? Can you remember how many days you were at home	
9. When you were at home, what work did you have to do?	
10. When did this work get marked?	
11. Can you remember a time when you have been excluded for more than a week?	
12. When was this? Did you have lessons in a different place or did a teacher come out to teach you	

## 8. Voice of the Parents/Carers (VoP)

<b>Date VoP collected:</b>	
•	

---

<sup>1</sup> DfE (updated 2016) Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (2012)



## 9. PEAP1 Recommendations and Review

Date of 1 <sup>st</sup> review (monthly):	
•	
Date of 2 <sup>nd</sup> review (monthly):	
•	
Date of 3 <sup>rd</sup> review (monthly):	
•	

## Appendix 10: Prohibited Items

Prohibited items include:

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