

Draft Behaviour Policy feedback 2024

Regarding "infringement" of clothing. I will not tolerate any form of punishment relating to the new PE clothing. My daughter is moving to grade # and has never been punished for wearing incorrect clothing. We will not purchase the new kit until she grows out of her old gear. We are not asking parents to purchase the full new kit while it is being phased out, merely the bottoms. The previous rules about leggings and joggers were no longer fit for purpose as the variety of what was being worn, and the difference in value (from budget items to very expensive sports-branded items) was far too wide. The purpose of a uniform is to enable children to look the same, and not feel different (especially based on home financial circumstances). The school will aim to support students by loaning kit whilst parents purchase the new bottoms, but we will sanction students who refuse and may consider alternative arrangements for students without kit in the long term (the exact nature of this will depend on the individual context). I'm sorry, but the school does have the right to put a sanction in place without parent consent.

Don't not agree with rule 9c, 1. My child will be attending with her phone with the expectation she can contact me if needed before, during and after school. Confiscation and the need for collection by a parent is not practical at all. Working parents will not be able to just come and collect, afterschool safety is at risk. This needs re considering to ensure practical measure are in place that allow the scholars to have their phones and remain safe. Remove 9c, 4 completely. The key is to be clear with all children that phones cannot be used during the day. If it is never seen, it can never be confiscated.

9g, I fail to see how these rules safeguard the scholars. My child will have dyed hair and acrylic nails. Please provide the rationale and evidence base for these rules. The rationale for sanctions describes disruption free learning environment, if everyone can freely express themselves through hair and make up, how will this disrupt? If everyone could freely express themselves in any way they want, then the uniform would be anything but 'uniform'. The acrylic nail ban is because long acrylic nails make it harder for students to write, type or engage safely in practical activities; so, this is safeguarding in the context of health and safety. The extreme haircuts and dyed hair (other than nature colours), relate back to the purpose of a uniform being to reduce the visual differences between students, and hence possible bullying due to those differences. Reducing any potential for bullying is a safeguarding priority for any school.

11, remove lack of equipment from the sanction list, this is not helpful for those from lower socioeconomic backgrounds or with learning difficulties or disabilities. Just don't sanction anyone for this. We made it clear that one-off and accidental instances of lack of equipment will not be sanctioned. We aim to loan equipment where possible at the start of the day to remove equipment barriers in later lessons. The year teams will monitor for patterns, and engage with parents about the reason.

PE KIT - leggings being a compulsory item for current pupils is not necessary. They are expensive & a poor fit. The smallest size is too small for my [child] & the size up is too large so no adequate fit therefore we won't be purchasing these. A rule of plain black leggings as an alternative should be given as an option - plain black leggings can be as cheap as a few pounds in comparison and much more comfy

to wear. As students continue to grow, I would recommend the larger pair to give them room to grow into.

Joggers should be an option so on colder wet days they can wear black leggings under the joggers for warmth & to be able to remove a layer if wet when they are expected to wear the kit all day. Whilst the jogging bottoms that some parents have previously purchased may very well be of good quality, and follow the previous rules perfectly, unfortunately this is nowhere near a universal position for the rest of the student body.

JEWELLERY POLICY - the new policy is too restrictive. Ideally it would include one of each item to be worn - 1 ring, 1 bracelet, 1 necklace & 1 pair of studs. 3 studs and a nose piercing seems absurd?! My daughter finds great comfort in a couple of her jewellery items and it will impact her not being able to wear these. We have allowed three studs, and allowed students to choose where in their ears or nose these are placed to give students some flexibility in where they are worn (allowing for future piercings and healing time). Nose studs are more commonplace now, and there are religious reasons for allowing them. We understand that piercings can heal over, hence allowing them, and clear retainers. The rest of the jewellery isn't needed for school. It can have significant financial and emotional importance, so is better kept at home and worn in students' own time.

Most of the policy seems very reasonable for a secondary school.

I feel the use of 'scholar' leans towards a focus on the academic and doesn't fully encompass the Astrea values. One of the main values of Astrea and the school is scholarship. The dictionary definition of this is "the qualities, methods, or achievements of a scholar."

I am uncomfortable with 'follow all the instructions, first time, every time'. Whilst I appreciate the need for clarity for the students, for me it doesn't acknowledge that they are people, who aren't perfect every minute of every day. We accept that people are human and can make mistakes. That's why the first step in most cases is a reminder, without sanction.

When measuring 'lack of pride in work' or 'lack of effort' the classroom, is this based on the individual or a universal standard? I don't think many things can be judged without reference to the context of the individual student. We do have general expectations, but they need to be applied knowing the student's circumstances and abilities.

A detention for arriving 4 minutes late seems very severe, unless it is a repeated incident. I understand the staff want to avoid disruption at the start of the lesson. Actually, the detention is for arriving after the majority of the class. This allows for a whole class running late or having further to walk. I've updated the policy to make this explicit.

I am slightly concerned that positive handling could be used to 'maintain good order ... in class'. I think there need to be very clear reasons for the students and also the staff. There are very few staff, mainly pastoral and senior leaders who are trained and allowed to positively handle students. This is only in exceptional circumstances.

Firstly, thank you for giving parents an opportunity to comment on this policy, I hope the comments are listened to and taken on board. I appreciate that controlling teenagers is a very hard job, to ensure safety, learning for all and respect. However, your policy has some issues as below

1. Homework. What is the policy on not completing homework? I couldn't see this mentioned. **There are reminders, and ultimately detentions for not completing homework. We will add this to the website to make it more explicit.**
2. Late school buses. We live in [village]. The only way my children can get home from school is by school bus or me collecting them. I work full time; I am also a carer for [family member] and cannot drive. **We can move detentions on to another day if transport is an issue.**

I note the late buses are reduced to 3 days a week. If my children receive a detention on a day where there is no a bus then I have to first monitor my emails on that day and if notified of a detention then take time out of work to negotiate with a teacher that they don't attend, and it is moved to another day, However there is also a clause that this is at the discretion of staff and not likely to be agreed if it is a regular occurrence of changing the day. This could be what we have to do with the removal of 2 days of late buses. I also have had to enrol my year [#] child in to a private maths tutor. This is on a Tuesday straight after the normal school bus arrives in the village. This was booked and arranged already and can't be changed due to the teachers capacity. Missing this session costs me money.

Again any detentions received on this day will require me to have to negotiate it being moved. Giving me another black mark against future moving of detentions.

The council give us buses to school as we live further than the children can walk/cycle. Therefore I do not agree or authorise the school to detain my children at school on a day where there is then no method of them getting home. This is a failing in your policy. You can not penalise me for requesting changing days of any detentions due to your inability to provide a safe method of getting home. Or penalise me for a change of detention day for attending a math tutoring session of which the school will not support extra help. **Fundamentally, if your child is continually getting detentions, we would want to explore the reasons behind this. Obviously, if children don't misbehave in school, they won't get detentions.**

3. **Mobile phones.** As per my points above of not living in town, working full time, being a carer and the only driver in our family I cannot attend school to collect a confiscated mobile phone. If it has been removed from one of my children for whatever reason, it needs to gets returned to my child at the end of the school day. My children need their phone to travel home so I can contact them for whatever reason I may need to. I cannot come to school at this time for collection, I do not understand why the school feels it has the authority to keep a phone from its owner after the school day has ended if a parent doesn't not attend for collection. **The school has the authority to confiscate any item that is prohibited by the school rules; this is a power that all schools have. The trick here is to instil in all children the the rule that phones cannot be used during the school day.**

4. Reset. My eldest child struggles with attention and learning. So we have a lot of experience of reset. We have had numerous occasions of no learning being provided and even no lunch being provided on occasions. Wasting hours of being in school with no positive input. Mrs Walker completes the school lunch run for students on a daily basis, so I'm not aware of any occasions when no lunch has been provided. Work is set in the reset room, but sometimes, due to the time between entering the room and the next lesson, it is not always possible to source the exact work for students that period. In these cases, students use Sparx maths, Sparx reader or revision materials to consolidate prior learning.

The word reset indicates that the child needs to reset their behaviour and is removed from whatever situation they have been displaying incorrect behaviour. Correct. I have no issue with this at all. My issue is that this removal from learning is then extended for a full school day. This can carry on the next day or even after a weekend. This then removes the purpose of resetting the behaviour as a full break away from school has happened. It is not a punishment to spend the day in reset, as I have heard some kids prefer it than having to go to lessons. The double detention is the punishment they don't like and this should be the focus instead of having a child spend a full school day in a room when whatever situation they needed to come out of will have passed hours beforehand and therefore is being denied essential learning in the other subjects from that day. Carrying on to the next day is done for fairness. The student who is removed from a lesson period 5 should receive less time in reset than a student who is removed period 1.

Positives:

1. Good to see the addition of the Government/Ofsted document 'Positive Environments where children can flourish (2021)' to the legal and statutory duties. It's worth noting this states 'All behaviour is a form of communication'
2. Great to see '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' included within the policy.
3. Really like the addition of 'treat others with respect and never denigrate, harm or bully other scholars or staff, physically, verbally or through the use of social media' to student responsibilities.
4. 9c – 9h does provide greater clarity, however a couple of sanctions are a little harsh in my view (see below).
5. Both points under 9h 'The academy will not sanction scholars for missing equipment where it is an isolated and/ or accidental occurrence; detentions will only be issued for repeatedly failing to bring in the correct equipment'. And 'Where possible, the academy will loan scholars the equipment they need to access their learning during the day' are positive steps.
6. Glad 'Staff must not apply sanctions to a whole group for the activities of individuals' has been added, as this has happened in the past.
7. Referral to the reset classroom for a 'period of time' is a welcome change indicating proportionality rather than a blanket whole day whatever has happened.
8. Nice to see slightly shorter detentions.

9. Good to have clarity directly from national guidance related to suspensions.
10. The intervention waves are much more detailed with more options – this is brilliant.

Thank you for your positive comments.

Concerns:

1. The word 'Scholar' is used 274 times throughout the document, which is disappointing given the PAC discussion and clear feedback that PAC views were not in favour of it. I have taken the PAC members views into account, and I'm going to trial the use of the term with year 7 only for the moment so that I can get the teacher and student feedback that the PAC suggested. However, we have to understand that in a few cases, I might listen, and still disagree and move forward with an idea.
2. The policy is very long, more so than before, and quite possibly difficult for staff (especially supply) to memorise with clarity to ensure consistency. This seems contradictory to the 'simplification' message shared with the PAC. We do have simplified documents for staff, the problem is that the behaviour policy is a statutory document for schools, and has to contain a lot more than the standard teacher needs.
3. Shame to see 'encourage use of positive praise, phone calls, achievement points, certificates' removed from staff responsibilities. I think the following sentence covers a lot though: "support, praise and as appropriate reward scholars' positive behaviour, actively seeking these opportunities, and demonstrating a genuine care and respect for scholars."
4. Where it states 'If a scholar refuses to hand over their 'mobile/jewellery' it will be treated as defiance and the scholar will be sanctioned' and 'if the scholar continues to refuse, the scholar may be issued with a suspension'. I feel this is disproportionate. I understand student shouldn't have them, but will be of value to them, students may be concerned they could be lost by the school – especially jewellery which may be precious or have sentimental value. Treating this as blanket defiance may be shortsighted. Should this not be considered on a case by case basis (staff autonomy)? I'm sorry, but this is one of things where staff autonomy doesn't work. Everyone needs a clear rule to work with if it is going to be effective. With jewellery, the easy answer is leave it at home if it's valuable (financially or sentimentally). As for phones, the vast majority of students know that deliberately using the phone will result in it being confiscated. It isn't a huge problem, and the numbers aren't large, but that's because we have certainty of consequence. Defiance normally results in reset, but we have to warn that this could lead to suspension if then the reset is refused.
5. Likewise with 'Refusal to wear clean clothing lent by the academy, will be treated as defiance and this may result in the scholar being placed in the reset classroom, or if continues to refuse, may be issued with a suspension'. If the school clothes/shoes are ill fitting or uncomfortable, one cannot blame a child for refusing to wear them. I feel staff discretion/autonomy is needed with this too – there could be a valid reason. We lend clothing to try and keep students in school, rather than sending them home to change every time. What we also do as part of this process is contact home to try and get the correct uniform brought in – but this isn't always possible.
6. I do not understand why 'A scholar may be directed to continue to work in the reset classroom, and out of general circulation, for more than one day if, following suspension, a solution cannot be

agreed to resolve a uniform breach'. This constitutes as lost learning time, which is disproportionate for a uniform issue. Why is uniform so important the trust feel it acceptable for a student to miss out on education? This clause is in place where either the student, and in some cases with parental support, refuses the uniform rules even after being suspended. The school has a uniform policy, and I'm sorry, but people can't cherry-pick what they like or not – the school rules can't be optional. If students want to be in school and in circulation, they have to wear the correct uniform. I'm not going to budge on this.

7. Why the removal of students being allowed to wear one ring, a bracelet or chain if hidden? I get it's easier to enforce, but why does it need to be? How does a ring or chain impact learning? It may actually help if it is for anxiety, or a treasured gift for confidence (e.g., in exams). Doesn't directly impact on learning, but also isn't needed in school. However, you have uniform rules to have students look 'uniform' so that those who can't afford piercings or rings etc don't feel uncomfortable.
8. Again, with hair styles... how does how a student style their hair have any impact on learning? Why is hair colour/style so important to Astrea? I've never worked in any school that doesn't have a stance on extreme hair styles. It's about reducing the perceived visual differences between children.
9. Negative points increase relative to the seriousness of the behaviour, but rewards are fixed at only one unless for a 'national competition' for example. Could rewards be scaled to balance/reflect the negatives? E.g., 1 HP for contributing to a lesson, but 2 HP for overcoming a difficult challenge, or going above and beyond to help another student/staff member. I quite like this. There's scope within the following sentence for us to adopt something like that: "...pastoral and senior leaders within the academy have the flexibility to award additional points to deserving scholars" I will add extras to the policy.
10. Rewards points have increased so significantly, with many students taking all year to achieve 150-200 last year. If goals seem unreachable, students may lose interest or not bother to try to earn them. We've increased the expectation of staff for giving out achievement points, and we've identified a number of other ways in which students will get points. So, we modelled it on the same number of students achieving thresholds as last year, with the potential number of points to be awarded for different scenarios.
11. Zero Heroes runs the risk of discriminating against student with disabilities, diagnosed/undiagnosed physical/mental health needs, as they will likely have lower attendance due to their condition. Please ensure those students are not disadvantaged or punished for their health; absence related to their condition should be excluded from attendance figures. I think Zero Heroes should mean 'no negative points' only and keep attendance separate. Yep, I'm still going to split absences internally for those far beyond the student's control so that these students are not disadvantaged. In effect, exceptions will be made.
12. Regarding reset actions, I am concerned that making students read from a pre-selected range of books for a set period of time may escalate behaviour/frustration in some instances (dyslexic students for example). This should be on a case by case as to what actually calms the student, rather than what Astrea thinks should calm them.

Students do generally get a choice of what to read for all the books available in the reset base – it's not a heavily restricted or agreed list like the reading strategy, it's what we have on site that is age-appropriate.

General questions:

1. What is the 'Astrea Behaviour and Culture Framework' and can the PAC/parents have sight of it? **No, it's an internal document - I thought I had removed all references to it – I will update the policy.**
2. How will staff know the difference between accidental or deliberate uniform issue? This could be interpreted differently by different staff. **I've given examples. Eg you can't accidentally roll and fold your skirt five times, or have your shirt completely out (front and back) between lessons, but a bit of the shirt could come out from stretching, or a student may accidentally forget to put the shirt back in after playing football at break and lunch.**
3. What does 'Scholars who regularly receive sanctions for the incorrect wearing of uniform items, may be directed to wear other options instead' mean? **For example, shorts or trousers instead of the skirt. Any item where the uniform policy indicates options. If a student continually gets caught and detained for rolling the skirt, then we'll remove that option.**
4. Would 'exceptional circumstances a scholar would be given a timebound note from the year team, authorised by the principal, excusing them from these rules' include where a parent is unable to purchase new item until the weekend/payday? **Yes, I've given SLT guidance about exceptions if we can confirm proof of purchase, or we are aware of extreme financial situations.**
5. Why the rule change on rings, chains and bracelets? **They're not needed in school, and they can be valuable. The simpler the rules, the better.**
6. How can staff realistically enforce the 'no smartwatch' rule? Most kids have these now. **The problem is, they are generally connected by Bluetooth or their own SIM to the internet, and have notifications distracting them. It's become the new phone for some students, so the same rules have to apply.**
7. What would be an example of 'exception' to the jewellery or hairstyle rules? **This is really going to be on a case-by-case basis. I'm not really expecting much, but thought the option to have exceptions was important to include.**
8. Although I appreciate 'Scholars need to be explicitly taught how to behave, we cannot simply assume that all scholars know this', please could Astrea leadership do so without patronising those that do know how to behave. There is an historical tendency to treat all students as if they are defiant since the first major behaviour policy change (C1-3 May 2021) **The Astrea leadership do not set the content for the behaviour sessions, the school does. The resources for these are evolving each year, so the comment is noted and I will pass on to the behaviour leads in the school.**
9. Examples of behaviours leading to detention includes 'not completing homework'. Can you confirm whether this includes a one-off mistake/oversight and only repeated behaviour? **We're going to try something slightly different this year with a coordinated response to homework. This will include tutors reminding students of dates, and giving students opportunities to do before the detention is set. Hopefully this should remove any accidental homework missing.**
10. If a student has been in reset as a punishment for a behaviour, why do they have a detention as well? **You can get into reset for failing to attend an 80-minute detention. My belief is that you**

should get a consequence for failing to go to the detention, and that this should replace the original detention, otherwise students choose the sanction they want to complete. If a student refuses the detention, we can then say, "Are you sure? Because you're going to end up in reset and you'll still have to do the detention. Better to get it done now."

11. Why has the setting of academic work changed to only 'as far as possible' in line with the curriculum? Is this not disadvantaging students who visit reset often, as missed learning? Because otherwise would be a guarantee, and whilst we will do our very best, we can't promise. Also, you can't complete the same PE work in reset.
12. Can you define 'short space of time' for corrections? One breaktime? One transition? A morning, lunchtime or afternoon? A whole day? Two corrections for uniform etc are within 24 hours. However, other corrections have a slightly longer window.
13. There is a lot of change to the suspension section, which also no longer includes SENCO involvement. May I ask why? Also why is there no mention of working with parents until the point of multiple suspensions/Early Help at the end of the section. After every suspension, there needs to be a reintegration meeting where we work with parents to try and prevent further suspensions. The addition of the "multiple suspensions" (ie two or more) is a reference to a newly created duty in Keeping Children Safe in Education 2024. We've merely made this duty explicit with their wording in the policy.
14. Why has suspension been increased from half a day to a full to 1.5 days? How does that impact prevention of continued poor behaviour? Because we've found that only having a half day (in some cases only two hours) has little impact on the behaviour and you regularly see students reoffend and getting a second suspension. It's better to have a clear break of a day and reintegrate to reduce the chance of suspending again. That doesn't prevent me from issuing a 0.5 days suspension if I had safeguarding concerns for a child and wanted them back in school quicker.
15. Why is the 'Trauma Informed Practitioner' no longer named in support for learner with SEND, experience of trauma, LAC/PLAC? This is because a number of staff, mainly those who have completed the advanced safeguarding or mental health course have received trauma informed practice training – there isn't a single named practitioner anymore.

I note in the new regulations that the wearing of bracelets is not allowed. Our [child] suffers from severe anxiety, which is currently being further exacerbated by this being the start of the GCSEs. [Child] has been to the doctors over this, and as part of the package of things to help, [they] wear an anxiety bracelet. We politely request that she be allowed to continue wearing this due to the medical need. If you do not accede to this request what would be your proposal in replacement to help her with her anxiety? If a doctor is able to write to us with this request, we will happily agree to their advice. However, there are a number of other methods for supporting with anxiety, and I would recommend you contact our Senco for alternatives.

It is a very long document - the simplified visual of behaviours and sanctions is helpful for quick reference but it would be even more helpful to have this as a more prominent feature of the policy ie located at the start of the policy rather than the end as it felt like I had to read for ages to actually work out what would happen in terms of sanctions. **We could adapt a behaviour section on the website to use the visuals more, then link to the policy for more information.**

I feel that excluding a child for a full day in re-set is too long and it would be positive to aim to reintegrate pupils more quickly. At the moment the policy states that the length of reflection can be changed in 'exceptional' circumstances. From comments from other parents (and my own experience with my older child), allowing them space to calm down and reflect/learn is helpful but this could be achieved within a shorter period of time ie half a day. **We've built in flexibility into the policy to allow for this. The triage system before students get to reset normally takes care of situations where reset is not appropriate or proportionate.**

At the moment the policy allows for other sanctions to be changed in exceptional circumstance - further clarity on what counts as exceptional would be helpful. (I say this because my [child] has one friend who is very clear that, if he is given a detention, [their] teacher gets it removed and [they] don't have to go). I appreciate I may not have all the facts here, but this does not seem like a good approach to managing behavior - it certainly comes across as being unfair to his friends who are expected to sit their detentions. Therefore, if there are circumstances where a teacher can review and alter a sanction, please can staff be given guidance on what these are to ensure consistency. (I do appreciate that there may be circumstances when this appropriate so I would not want this facility to be removed - just to ensure it is used fairly). **Thank you for raising this, it is very worrying indeed. We will look into this.**

I have heard comments from parents that the jewellery code could be slightly relaxed to permit a single ring and also there is a dislike of the term scholar. If the use of 'scholar' is a Trust wide term which can't be changed, please can this be clearly communicated. **We could always add just one more item to the jewellery list, but then implementing it becomes very difficult. I believe keeping it simpler is better. Rings aren't needed in school, I would prefer they were kept at home.**

Overall, my personal experience is that behavior rewards and sanctions are generally working well (although there may be specific examples where this is not the case). Thank you for your work on the policy. **Thank you.**

Thank you for the updated document. I support a firm, fair and consistent behaviour policy. **Thank you.**

Overall I would have liked to have a greater sense of support and reward rather one of punishment and sanctions. Our child is yet to start in Y7 so we await to see this all actually happening in practice. **The problem with achieving this balance is that students, staff and parents want to have a really clear understanding of how any sanctions operate, naturally. However, there are generally fewer requests to spell out how rewards operate (and rewards are generally easier to explain and have fewer exceptions).**

Zero to Heroes - Does not take into account medical appointments. Our [child] has medical appointments booked in which cannot be at any other time other than school time. So for those half terms [they] are already never going to achieve 100% attendance, even though [they] may attend every

single other day. It makes no incentive. Not that a doughnut is a massive incentive anyway. But it's more about being left out of the celebration and highlighted to others that [they] haven't managed a full term. I've adapted the wording in the policy to support these situations.

As a child with anxiety and a history of school refusal, attendance is an issue for him. We hope he feels celebrated in other achievements and not based on his attendance. We have planned a series of reward events, based on different criteria, so that all students have the chance to receive praise throughout the term.

Uniform - we have got all the new uniform. Chroma clothing is of a really poor quality and terrible sizing. I'm sorry that this your impression. Our fairly averaged sized [age] year old has PE trousers that are tight at the calf and huge at the waist. The material is horrid too. Such a shame to move from Price and Buckland where the quality was much better. The prices are much more than P&B and my feeling is they will not last. Certainly not for being handed down to siblings and sold on for seconds too.

The use of the term Scholar. By the very definition of the word it is being used incorrectly. I assume it's meant to inspire children by being called something intelligent they will feel it? I don't know if that is right. So many kids are not academic or will choose not to go to university. Why not promote a sense of community not based on academic success. "Students " or "pupils" have been used for decades. Kids know what it means. It's another change for changes sake. Actually, the dictionary definitions (provided below) allow for them to be used interchangeably. Scholar links directly to the school value of scholarship as well. At the moment we are only trialling this with year 7, and we will get student and staff feedback in due course.

[SCHOLARSHIP | English meaning - Cambridge Dictionary](#)

[SCHOLAR | English meaning - Cambridge Dictionary](#)

[PUPIL | English meaning - Cambridge Dictionary](#)

[STUDENT | English meaning - Cambridge Dictionary](#)

Many thanks for your time and attention on this important document. Thank you.

I do not agree with the no ring policy. My daughter is under the CAMHS team and suffers with anorexia, anxiety and depression and uses her ring to fiddle with as a calming technique when she is feeling panicky, anxious or in her low moods. There are other ways in which we can support students in this area. I would recommend talking to our Senco who will be able to help.

I am concerned about the new jewellery policy, which seems overly strict. I am uncertain why there is a need to change this policy element, as jewellery does not cause a health and safety hazard, as it is removed for PE, is commonly worn by adults in all professions and so could not be viewed as untidy/unprofessional and is used by many to assist with anxiety management (spinner rings etc). It's been changed to make it simpler to implement, and make it more uniform. Extra jewellery isn't needed in school, and allows for an additional level of differentiation between students that can highlight financial differences between students and can lead to bullying.

Additionally I would ask that the reasons for after school detention/ suspension are reconsidered to allow for an appropriate, graded response. It is not the same to swear/ be abusive to a teacher (or fellow pupil), as to forget the required equipment, even if on a number of occasions, yet the resulting penalty is the same. One demonstrates a complete lack of respect and no wish to learn, the other a lack of organisation and perhaps some concerns regarding learning that need further exploration. By ensuring appropriate responses for levels of behaviour it ensures those who commit more serious behavioural breaches are well managed without giving the message that you may as well escalate behaviour, as the response is the same. **We do have a graded response, based on the number of days, for suspensions. We do have a graduated response to most infringements of the policy, starting at reminders and building up. However, we have to be pragmatic and understand that there can't a multitude of levels as this would be unmanageable for staff to implement and students to understand.**

Observation - this document is very long, and you have only given parents one week to review it (at a time when many will be on holiday or not wishing to tune into school admin). I don't have time to look at it all in detail. It feels like the document could/should be simplified. I appreciate there is a balance to be struck between keeping it high level and the desire to give specific details and examples. **I appreciate it is long and detailed, but much of it must be included as we translate government guidance and regulations into our local context. Technically, schools no longer have to consult with parents on such documents, but I think it is right to do so. The policy can be updated throughout the year (so long as we update parents), so I would say that the dialogue can be ongoing.**

I agree with the aim of minimising the impact of disruptive behaviour on other students. Disruptive behaviour has certainly impacted on my children's learning. However I think quite a lot of attention in this policy is given over to points which are quite minor and it strays into micromanaging student behaviour, appearance, etc. - things that are not really disruptive to learning. It could end up with a lot of staff time given over to policing minor transgressions of the policy; it could be perceived by students as 'nit-picking' and end up in resentment, defiance, disengagement and a worsening of behaviour. **Just trying to simply the rules and provide clarity.**

The use of the word 'scholar' feels (to me) pretentious and jarring. I know that at the PAC meeting in July where this was discussed, none of the parents liked the use of this word. Yet it remains in the draft document, which implies that the PAC feedback has not been acted upon. The document has a mix of 'scholar' and 'student'. **I will solve the mixture of words. I have taken the PAC members views into account, and I'm going to trial the use of the term with year 7 only for the moment so that I can get the teacher and student feedback that the PAC suggested. However, we have to understand that in a few cases, I might listen, and still disagree and move forward with an idea.**

Some aspects of the policy feel like an attempt to micromanage student behaviour (p.8 transition around the academy ... with 'pace and purpose') - this implies a student could be sanctioned if they don't transition with pace and purpose (whatever that means). It seems excessive. **It means don't dawdle; try and get to your next lesson quickly. However, it focuses on the positive behaviour you want, and not the negative behaviour you don't want.**

9e Uniform expectations. I feel the school has made the uniform expectations too onerous, especially by increasing the number of branded items from September 2024. It makes it more likely that there will be transgressions, resulting in sanctions, but these feel disproportionate to the issue. Escalating to suspension/reset over uniform seems excessive. **Sanctions only escalate if students refuse to accept the loan of kit or confiscation of additional items.**

9f, 9g Jewellery expectations, hair, make-up etc. As per uniform, I'm not sure why the policy needs to be so restrictive (I do understand the requirement to remove jewellery for PE for H&S reasons), and it is yet another thing to police, taking valuable time from teaching and learning. Escalation to suspension/reset over jewellery seems excessive. **Sanctions only escalate if students refuse confiscation of additional items.**

Rewards - I don't know that these are particularly meaningful or motivational for the older students. Have you asked them? **Yes, we regularly talk to students about the rewards they would like.**

My [child] is starting in Year [#] this year, so all of the policy is new to me, so ideally I'd like to comment on both the new and the old. In all honesty, though, I consider the 9 days busy parents have had to consume 38 pages of policy far too short, and the field I am typing into also has an unfortunate limit in terms of character count in consideration of the size of the policy. I have just about had time to consume about half of the policy and am now rushing to put this together. **This is an ongoing dialogue, so I am happy to receive further submissions or views throughout the year.**

In section 11 "Sanctions" - under stage 3, under "During their time in the reset classroom...", there's a bulletpoint starting "Scholar voice is obtained through". I honestly have absolutely no idea what this sentence is trying to convey and suggest it ought to be rewritten with the intended audience in mind. In all honesty I also find the use of the word "scholar" throughout the policy quite odd, when "pupil" or "student" are the commonly used terms. **Basically, it means listening to the student's view (their voice) and undertake restorative work if appropriate. More information about restorative practice can be found here: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>**

In section 9d various routines were mentioned: Arrival gate duty, Entry, Exit, Transitions and Signal, pause, insist. It may be that these are defined elsewhere in the document, but in the time available I wasn't able to find them. These terms are not especially meaningful to me and I'd like to see sections explaining them and their specific purposes. **I think this is something we could do on the website, or in a separate guide, to help parents understand the concepts.** In that same section I also saw reference to the the Morning Welcome and can feedback immediately that my [child] who shys away from attention of any sort is genuinely worried about being at the front of the line for this from experiencing it on a trial day where [they] feel like [they] stand out like a sore thumb. [They're] also concerned that because [their] surname is early in the alphabet [they] might be constantly thrown into "being first" for an activity (e.g. a game in PE) where [they aren't] confident. This might be something worth considering as it may well fly in the face of student wellbeing. **This is definitely something for us to be mindful of.**

In the same section (9d) I saw the routine of "silence is golden" referred to. This principle seems a little reminiscent of "children should be seen and not heard", and is not particularly a principle I would push to see applied in a school context. **That is not the intention of the principle. Students are expected to be silent during independent work and on entering and leaving the classroom.**

I can immediately see how this approach will help in the application of discipline in the school. I'm tempted to think that this may actually be of some benefit to my [child], who is naturally quite well behaved and gets frustrated when others don't behave well. However I'm also concerned that over-strict discipline might steal "the happiest days of your life" from children. I'd be keen St Ivo take a balanced approach regarding such things. Unfortunately, Astrea is famed for anything but that, but I hope St Ivo will be able to lead the way. **One of the priorities for our training this year, and across all Astrea schools, in developing participation in lessons and adding more of the joy factor to learning.**

In section 9a I saw that students should follow all staff instructions "first time, every time". I hope that this will be applied sensibly taking into account that students may not initially properly hear a request or may not be quick to understand its meaning. **Of course, that would only be reasonable.**

In section 9c, there are strict rules on the use of mobile phones. I'd like to see an exception applied here, that students are always allowed to directly contact their parents. This may be no reflection of St. Ivo, but a recent BBC report showed that a significant portion of students didn't feel safe at school in another Astrea academy. It is of paramount importance that my daughter feels safe while at school and doesn't feel the rules prevent her from making necessary contact. **If students need to contact their parents directly, they should go to the year office at break or lunch and explain this to them. When students call parents directly about an issue without staff knowing, it generally causes parents distress who naturally want to know what's happening, ring the school, and the pastoral teams have had no opportunity to resolve the situation before talking to the parent, increasing their distress further.**

While I respect Astrea's right to try different approaches, their extreme positions on discipline honestly do concern me. I hope these approaches will be tried carefully and that the happiness and well-being of both staff and students are constantly requested and considered. My daughter has chosen St Ivo because it's local and because her friends are attending. This is really in spite of, not because of the Astrea's approach. I only hope that it will actually not be problematic on a day to day basis. **I don't think that the approach is really any more extreme than the rules in other schools. What might be different is that we do aim to implement them rigorously, but with reference to an individual's context.**

It seems unfair to have policies that the children need to stick to that the teachers don't. For example, teachers can go to the toilet when they need it and they can eat lunch when they like also no jewellery for students when teachers have it. I think a simple necklace or bracelet should be allowed especially if the students see teachers wearing them. Likewise on wet or cold days all students still have to wear shoes instead of boots. Whilst I realise that the students have to be smart and presentable it would be good to know/hear that all staff have to adhere to presentable standards or allow students some freedom with jewellery too - it would seem fairer and it's only when things seem unfair that discontent will appear. **I'm sorry, but students are not staff, and we don't have the same rules.**

Very long document which in my experience making implementation for everyone harder. Lots of process and procedure rather than policy. **The policy is a legal one, hence the need for detail. In practice staff don't refer straight to the policy document – we have easier internal versions.**

Has this policy been co-produced with school staff and students? **It was circulated to staff for comments before sending to parents. There has been student feedback on the previous policy.**

I use of 'scholars' is incorrect, could they be referred to as students, pupils or young people?

Use of language has negative slant with use of words such as monitoring, ensuring, training. I would like to see it include more positive language like supporting, listening, understanding. With these being expectations of all and underpinning the ethos and culture at St Ivo. **I'm sorry you feel this way. The national guidance talks about the duty to monitor trends etc, and training for staff and students is important if the policy is to work well.**

The 'Scholars' responsibilities Eg/ show respect, be positive ambassadors should be for all not just students. **I don't disagree.**

I have concerns about promoting silence without also promoting speaking up if students have concerns. Maybe something about how to share concerns, student voice and opinions being valued. If they feel something is unjust what should they do? **Silence is only required when students are working independently and entering/ leaving the classroom.**

Feels rule based rather than value based. **The policy is based on the school's values of Scholarship, Curiosity, Tenacity, Responsibility and Respect. However, ultimately, you have to have clear rules or you have anarchy.**

How will you know if students "embody our values at all times"? **If nothing but positives need to be handed out, then I think you've got there.**

Shared expectations - these work if discussed and agreed by all. Need buy in from those impacted. Making expectations explicit in a policy does not achieve this, nor does repeated messaging. **I think 100% agreement is rarely possible. I agree that buy-in can help, but I strongly believe that communicating your expectations regularly enables more people to successfully meet those expectations.**

I think quotas on rewards devalues them. They should be given when staff see fit, not with aim of five in a lesson. Having quotas makes all rewards disingenuous. **I think there are usually a lot of things in a lesson that can be praised, and therefore rewarded. If we want a culture of praise to run through the school, then an expectation that it happens regularly can be helpful.**

I believe rewards for attendance is completely inappropriate and may be in breach of discrimination laws. What about students with health conditions or difficult social circumstances? **I have adjusted the wording of the zero heroes section to take account of medical conditions.**

All students' behaviours are a demonstration of a need, not just students with SEND or trauma. I don't disagree, generally. Occasionally though, they can be a choice.

I agree with the stance on mobile phones. Thank you for your support in this area.

More generally, I am concerned about the anxiety and worry this policy causes students who want to behave. Critically, I would like to ask how this policy is going to be evaluated for its effectiveness given that the majority of students are UNHAPPY at the school and the majority of parents WOULD NOT recommend the school to friends. This isn't an isolated policy on behaviour, it has wider consequences which need to be considered, monitored and acted on. The school has stated they want pupils to be safe and happy - is this policy the root cause of the unhappiness? Have student been consulted? I am sorry you feel this way. Regarding consultation: the whole student body no. But students do feed back their views on the rules and the student leadership body do put forward their views, yes.

In short, the policy feels militant and harsh with little discretion. It's astounding and frankly shameful that it has taken until now for accidental infringements to not be punished in the same way as intentional breaches. Staff do have a level of discretion when it comes to the context of a situation, and many situations should be determined on a case-by-case basis. However, the overarching principles of the policy do need to be implemented by everyone if it is to be fairly applied.

Firstly I hope my responses will be considered as this document was sent out during school holidays and when I was away with my family, with no email access. My first observation is that the policy is too long - other Trusts and schools in the area have much more concise policies relating to behaviour, with flexibility built in. Why is the St Ivo / Astrea policy so complex? A school's behaviour policy is a statutory document, which has to try and summarise and contextualise all the DfE guidance in one place. Everything in there, needs to be in there. There is though, a lot of detail about exactly what happens for a particular infringement. Other schools may not have this level of detail, but it is the detail that we are continually asked about, so its included as a result of parent feedback.

The issue with phones being removed if it is an accidental, one off incident I've added the requirement for it to be non-accidental in the policy

Both of my [children] follow the rules and know what is expected of them. Any infringement would only be accidental and therefore to treat everyone harshly and without any consideration of context is completely wrong. It weights heavily on young people when they don't believe they can even make a minor mistake. I would like clarification on watches - my [children] have both always worn an apple watch to school - as their phones are switched off, they are not internet connected in school. Your children may do this without question, but if we allow smart watches, then the chance of students' learning being disrupted through notifications increases.

The rules around recognition are way too complex and prescriptive. In the past any kind of acknowledgement of why the reward has been given are lacking and not often recorded on MCAS - both young person and parents should know why rewards are given. There is a balance here between informing parents of the rewards given and the workload on staff to record in prose the exact reason.

It's probably a balance we haven't got quite right having read your comments, so it is something we probably need to look at.

Constant behaviour reminders may be appropriate for some but definitely not for all - I worry that so much time is given up to constant reminder sessions instead of using this time for super curricular activities that our students are so lacking. I don't believe a whole tutor time each week should be given up for constant behaviour reminders and booklets being completed. Use the time more wisely and creatively. The behaviour curriculum does not cover the same topics every week, it revisits themes over time. Whilst some students may be very good at remembering the rules, and the reasons behind them, others need this support.

Zero Heroes - my younger son had to have an extended stay in hospital last school year - he has never had time off before and he was effectively punished twice for something that absolutely wasn't his fault. He caught up on his work and was back in school as soon as he was able. To get left in class when others were given a reward and told to watch a video on why attendance was important was unacceptable, cruel and unnecessary. The celebrations around being a zero hero need to be reconsidered to make reasonable adjustment for those students who do have health conditions or medical appointments that make 100% attendance unachievable. I think an in-person session for parents to understand the changes you are making to the behaviour policy again this year would be beneficial rather than sending out a policy during holiday time. I have adjusted the wording of the zero heroes section to take account of medical conditions.

It's with ref to PE policy. [child] had [their] ears pierced last Saturday before the end of term. Healing time min 3 months. [Child] was told the last week of term [they] couldn't play Badminton. I am aware of the guidance re stickers/ earrings but I do find it over the top. I have been encouraging [child] to play sports and taking away from [their] in the school environment doesn't feel OK. [Child] probably going to miss most of PE term that way

I am not asking [child] to play rugby with them on, but the whole policy needs looking at as its taking from fitness and team work. Thank you We have the three-stud rule to enable students to have new piercings if they want. This is now a strong recommendation from the Association for Physical Education, and we are following their recommendations for safe practice.

First of all the word "Scholar" I strongly disagree in the use of this term for our students. Firstly it is much more widely recognised as a word to describe those who have studied to a very high level in a specific specialism. Secondly, it is an unnecessary word change that confuses with no real purpose. I know the explanation will be that this is about having a high expectation and standard but you are referring to students who are only just setting out in their secondary education. Where do they go from scholars when they have completed their GCSE's and A-Levels. It is pompous and elitist. Your opinion is noted.

Secondly the policy is 38 pages which is a huge undertaking to review. A school's behaviour policy is a statutory document, which has to try and summarise and contextualise all the DfE guidance in one place. Everything in there, needs to be in there.

Before I share all of the individual comments it feels that this policy has been written with the aim of providing more ways in which a student might require a sanction and with aims of escalation rather than de-escalation. As much of the training of students last year has shown this is about assuming the students misbehave and have never been taught how to behave rather than assuming an innocent until proven guilty approach. I'm sorry, I completely disagree. You assume all students know how to behave in general, but accept that some of the norms, rules and systems within a school are not generally found outside or in the home. Therefore, you have a duty to train students on what these are so they don't get in trouble. As for de-escalation, in addition to ensuring students know the rules, the policy has many references to reminders before any sanctions to try to stop anything escalating. Unfortunately, sometimes students do not respond to a de-escalating reminder and there needs to be a consequence.

Point 1 - you are not encouraging positive behaviour patterns, you are enforcing them.

We do enforce the rules to create better behaviour, yes. So does any school. If we didn't enforce the rules we'd have anarchy.

We can not review this in conjunction with the anti-bullying policy as this is in review and will likely change. It will change slightly, and once published, you will be able to review and reference.

bullet 12, I am not sure how this policy is encouraging or demonstrating empathy from either SLT, staff or students. The twelfth bullet point says: "To build a community which values tolerance and understanding for all cultures, traditions and faiths." I'm, sorry, I don't understand your point.

Point 3 - Legal and Statutory duties, In the United Nations Convention Article 28 that you refer to, it states - make sure teachers don't publicly humiliate children or young people but who gets to decide what is humiliating? The courts, as this would be legal interpretation.

You mention the Astrea Behaviour and Culture Framework which does not appear to be a document parents can review in relation to this policy so what is in that document and why is it not linked here? I will remove references to it. It is an internal-only document.

You mention that alternative provision will be made after 6 days of exclusion but why can this not be sooner? You only engage external alternative provision from the sixth day as this is what the law states. Page 5, point 7: Suspension and permanent exclusion guidance (publishing.service.gov.uk) Schools are still responsible for education for the first five days.

Point 6 - You mention that that behaviour incidents will be recorded in a timely manner but what is a timely manner, how long is too long? The same day, or the day after at the latest. You can't add a sanction without recording the behaviour.

You again mention the Astrea Behaviour and Culture Framework and that staff should follow it, if it is used to determine behaviour why is it not in this document? It's not a document for parents, it's a document for staff. I will remove the reference.

I am not sure what you mean by this - be calm and give brief periods of 'reflection time' to provide opportunities for scholars to modify their behaviour. Basically, stop talking and give the student time to calm down before talking again. That way, the interaction doesn't escalate things.

What does this line mean? retain ownership and engage in reflective dialogue with scholars I've updated the sentence. **It basically means that staff should deal with the behaviours they see, and not pass it to others to deal with. It also means that they should be reflective when talking to students.**

Sometimes staff will not agree with or need to challenge SLT, this line states that they - • engage with professional development, research and evaluation, positively. but what if they don't agree? What provision is made for this? **Then as professionals, we have a professional conversation about the concerns and find a way forward. However, ultimately, staff (as employees) have a duty to implement the policies of the organisation as in any field of work.**

Point 7 = "ensure their child is promptly collected by a parent/ carer if suspended and ensure that their child is not found in a public place during academy hours in the first five days of suspension or exclusion." - what are the schools responsibilities to parents to give them due notice? Why and how can you address a child being in a public place? What if a parent has responsibilities in public places

Page 26 outlines our notification duties: [suspension and permanent exclusion guidance publishing.service.gov.uk](#) Paragraph 66 on the next page references public places. This is a legal requirement, not a school-based rule.

You state that parents must - sign and adhere to the terms set out in the home-school agreement What if they don't? What if the parent's disagree with some of the terms? **Then their failure to agree and support the school could be noted on the child's record, and referenced if the student ever reached the point of permanent exclusion.**

Point 8 - All scholars are expected to:

- follow academy rules and instructions of academy staff, first time every time. - I believe that there may be exceptions to this and staff must give space to listening and understanding students. Not jump straight to punishment **If a student disagrees with a teacher request, the best course of action is to work with the member of staff first (especially if they are trying to manage a class) and then have a conversation about it after if they disagree.**
- act as positive ambassadors for the academy when off academy premises. - I don't agree with expecting children to behave as positive ambassadors for the academy. This is far too wide a statement and I suspect could be open to overreach on the schools part into the life outside of school. **I think we should aim for students to be positive ambassadors for the school.**

Point 9 - Codifying desirable behaviour - what does this mean? How do you codify human behaviours. I don't agree with this statement. And what is desirable for one person is different to another. for example, I have a desire that my child feels able to challenge an adult when they think they are in the wrong which I realise is not at all what Astrea leadership want when they say follow rules first time every time. **Codifying desirable behaviour means making it explicit what you want. That way, students have a better chance at reaching your expectations. I'm not codifying human behaviours in general, just what we want to see in school.**

The behaviour curriculum and the amount of time and energy that is spent reminding students every week, half term, term, etc is excessive especially for those children who follow the rules and hear them and follow them the first time. **I disagree. Please refer to the points above on this topic.**

You mention that you think that these behaviours positively shape how students feel about themselves. On what basis? **If you are praised for doing the right thing, doesn't that improve your positive perception of yourself. I know it does for me.**

9a – classroom rules are very strongly worded. There may be times when an exception is needed, how will you address this? For example never disrupt others. **I think that rule is quite simple – don't disrupt others' learning.**

9b – You can't put into a behaviour policy how children should wear their uniform with pride when they are not comfortable and don't want to wear it. You can of course ask them to wear it as intended. **A behaviour policy should embody the aims of the school; so, I would desire them to wear the uniform with pride.**

9b 6 – who defines appropriate, two friends who have known each other since they were born might consider it appropriate to be tactile with each other. A teacher who has no idea about them might not, who is wrong? **Teachers decide, because we have to take into account not just those who are being tactile, but the perception of those who see the engagement.**

9b 8 – embody your values at all times? No, when they are out of school that can embody their own values. Surely the school is overreaching here? **No, because it is a school policy, not a life policy. It is intended for time in school.**

9c 1 – What if a child moves it on to the desk to get something else out of their bag and then puts it back again? This suggests that if a teacher sees it they get a detention without question. **I think my teachers know that accidentally seeing a phone in a bag does not result in confiscation. However, I have updated the policy to make this explicit.**

9c 1 – What if a parent can't get to the school to collect the device. Let's assume that the parent doesn't drive, lives in a village and relies on the school bus service? What then. As a parent it is more than good enough that the phone has been confiscated during the school day and it is reported to the parent. But parent's have working lives, other responsibilities, this is unnecessary. **I'm not budging on this. The student should not have been using the phone in the first place.**

9c 3 – Would it not be more useful that a student can ask for permission to use their phone in a designated space thus removing the risk of being punished for something that there is a real need for? This is a better option than the principal using their discretion, if it is very personal the child may not feel safe to tell the principal without support. **They can ask for permission; this clause is if they didn't ask for permission but I feel that sanctioning the child would be inappropriate.**

9d – core routines – What are silence is golden, habits of attention and Signal pause insist? You don't describe them anywhere. I suspect these are in the framework you don't share. I would not agree to these as a parent without understanding them. **They are in the framework, which is for teachers, and their reference in the document is also for teachers.**

9e – Suspension and reset over uniform seems overly heavy punishments. The ideal is that issues are resolved quickly, however, if we are to use reset or suspension in the rare occurrences where they don't, the option to do so has to be explicitly added to a behaviour policy.

9e 9 - such as what? Determined on a case-by-case basis, by me.

9f – why removal of a ring? Not needed in school, and some are valuable (financially or sentimentally)

In the same way as the uniform can lead to excessive escalation to reset and suspension I believe this is true for jewellery wearing and hair, make up and nails. Then the simple answer is to follow the rules, which the majority of students do.

Point 10 –

I remember the pride in which the ratio of positive house points are handed out in relation to the negative. And here is why, You hand them out for doing what is expected. And want to be consistent and ensure everybody gets them? This seems like a considerable amount of extra work for staff. It takes about as much time to add one positive to a student in your class as it does five. It's relatively easy to multi-select children in the system.

Zero Heros – I think this discriminates against those children, who through no fault of their own cannot achieve this. You can't help being ill. Zero Heroes for not earning any negative house points, sounds ok but for being ill is not fair. We have mechanisms in place to support students who have mental needs that could count as a disability.

Threshold rewards – wow these have jumped to extreme levels. But maybe because you intend on handing them out for everything. Yes, we have identified more ways in which we can reward students, and we have modelled this against current thresholds. We won't be giving them out for 'everything'.

Point 11 – Sanctions

"Scholars need to be explicitly taught how to behave, we cannot simply assume that all scholars know this " Yes, this is correct.

Not all students need to be taught how to behave, some have been raised to behave appropriately. Whilst I agree with a refresher at the beginning of the school year there is excessive training on how to behave. Why not run reminder sessions for those who have not remembered.

Disruption free learning point 1 – it is not always a serious offence against the academy community. You can't class chewing gum as a serious offence in the same breath as a child throwing a chair. Chewing gum is awful, and we have to waste a lot of cleaning/ site time getting rid of it. Time and money that could be better spent elsewhere. I'm not saying the two are the same.

The long list of possible sanctions seem to escalate quite significantly and I suspect teachers will feel that they need to jump to detentions rather too quickly. A verbal warning is great, but what about a conversation after the class is dismissed or an extra piece of homework, a quick conversation outside the classroom door. There is nothing to stop a teacher talking to a child about their behaviour, but that isn't a 'sanction' so isn't recorded.

I don't understand the points systems, you seem to jump from 0 to - 2 and then - 6 why is corrections separate to the first three? **Corrections are generally out of lesson, the others in lessons. The negative points are the same as they have been previously.**

I also believe a day in reset followed by two after school detentions is extreme and if behaviour is troubling surely it needs consideration as to why before jumping to this. **That is why we have a triage room, to understand the reasons behind the behaviour before moving a child into reset.**

In the reset room after calming the student why would you not do the student voice first before work so that the situation can be understood. **See above, the initial voice happens in the triage.**

You don't mention what happens during lunchtime and breaktime on a reset day. Students need the right to exercise and food drink, toilets etc. What about socialising? **They don't socialise whilst in reset – it's a sanction. They are able to order food and drink and it is delivered to them. Students with identified needs are provided with supervised movement breaks.**

Please remember these are children and they need space to run around and be free at lunch and break times. If uniform becomes untucked or they are eating sweets outside of the designated area surely a reminder is enough on ringing of the school bell. **This isn't about break and lunch, or straight after playing football on the basketball courts, it's about those who deliberately wear their uniform incorrectly.**

Please give them some space. **We do.**

Point 14 – I agree that children are under the same rules when representing the school in events and social occasions. I do not agree that the school has a right to impose sanctions on a child's behaviour outside of the school when they are not representing the school. That is for the parent to do. If they are committing an offense and the school is informed fine. The exception I would make for this is bullying. However this should be discussed with the parent first.

Point 16 – what is a CPOM **Child Protection Online Management system. I will add the full name to the document.**

Point 18 – Why are children being taught by the school about how to behave at home? **Where do we say this?**

Appendix 3 – Curiosity, one of the most obvious demonstrations is asking questions? Surely there should be something in here about asking good questions? **I agree that asking good questions is definitely a positive trait.**

Home school agreement –

- provide a range of extra-curricular and enrichment opportunities.

Can this be about more than sport please? **I agree, this is something we are working on.**

I don't think you can ask students to be a representative of the school all of the time. When engaged in school activities including travelling to and from school, yes. **I can if they are identifiable as a member of the school.**

embrace extra-curricular and enrichment opportunities, contributing positively to their house, the academy and the wider community.

This should not be made so it reads as compulsory many students do lots outside of school and have other responsibilities, they should not be made to feel they are not meeting school expectations but not getting involved. That is like saying a teacher is not meeting expectations because they didn't go to the Christmas party. **The statement doesn't say it has to be in school only.**

Parental expectations – I will not always agree with school policies but I will always expect my child to behave well as I do anyway. **Thank you.**

On the uniform I will ensure my child wears his uniform and where it is not possible for them to wear one such as a new PE track pants I will ask the school for a suitable alternative. **And the school will endeavour to find a solution.**