



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Secondary Phase Positive Behaviour & Relationships Policy

Ernulf Academy

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1 Behaviour Principles

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

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

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

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

3 Legal & Statutory Duties

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

- [Keeping children safe in education 2024 \(for information only\)](#)
- [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 \(2024\)](#)
- [Behaviour in Schools \(2024\)](#)
- [Use of Reasonable Force, advice for all academy leaders, staff and governing bodies \(2013\)](#)
- [Searching, screening and confiscation \(2022\)](#)
- [Supporting pupils with medical conditions \(2015\)](#)
- [The Teachers Standards \(2021\)](#)
- [Positive environments where children can flourish \(2021\)](#)
- [Alternative Provision \(2013\)](#)

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, scholars and staff, to account for their attendance and behaviour and their contribution to the areas for which they are responsible. Specific roles and responsibilities include:

5 Academy Leadership

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

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

6 Staff responsibilities:

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

All staff will consistently:

- Follow and model The Astrea Behaviour and Culture Framework at all times.
- Follow the rewards and consequences as outlined in the policy.
- Plan lessons that engage and challenge all scholars, ensuring that they have a firm understanding of their prior knowledge.
- Use visible rewards throughout every lesson – including the issuing of Merits and Golden Tickets.
- Regularly celebrate scholars whose efforts go above and beyond expectations.
- Refer scholars to SLT for additional praise.

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

7 Parents' responsibilities:

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

8 Scholars are expected to:

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

9 Systems – Rules and Routines

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

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

behaviours we wish to see and practise these over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

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

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

Mobile Phone and Electronic Devices

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

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

- If any scholar has a mobile phone that is seen, heard or we are made aware that it has been used, it will be confiscated (along with the SIM card). On the first occasion (in an academic year) parents/carers will be contacted to come and collect from the academy after school on the same day. * If there is a repeat, the academy will keep the device for 24 hours** and an After School Detention will be issued.
- *The exception to this rule is where a Senior member of staff has given permission for a scholar to use their mobile phone. This would only apply in truly exceptional circumstances.
- **If this falls on a Friday it cannot be collected until the following Monday after the academy day has finished. Where a mobile phone is confiscated on a Friday of the last week of term

scholars may collect their phone between 3-4pm on the Monday of the first day of the holiday (unless it is a Bank Holiday), or during working hours on the first Tuesday of the holiday.

- There may be times where a scholar has to use a mobile phone without permission for reasons of a safeguarding nature, or reasons that are highly personal. In these circumstances the sanction regarding the scholar's use of the mobile phone will be at the discretion of the Principal.

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

Core Routines

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

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

- SLT arrival gate duty
- Line up / Morning address
- Entry
- Exit
- Transitions
- Equipment
- Silence is golden
- Habits of Attention (FOCUS)
- Signal, Pause, Insist (Hands up for silence)

Uniform and Equipment Expectations

These are the academy's rules regarding uniform:

1. A full list of authorised uniform items that scholars can wear can be found on the academy website: <https://www.astreaernulf.org/uniformandequipment/>
2. It is scholars responsibility to make sure they have full PE kit for their timetabled lessons.
3. Scholars breaching the academy's uniform rules will be asked to correct the issue if possible; accidental issues with how the uniform is worn will be addressed informally without sanction – detentions will be issued only for deliberately or repeatedly wearing the uniform incorrectly.
4. Where a breach of the uniform expectations cannot be resolved immediately, parents/ carers will be contacted for assistance and the scholar may be sent home for a short period to correct the issue.
5. Refusal to wear the uniform correctly, including 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 Triage classroom; ultimately if the scholar continues to refuse, the scholar may be referred to the Reset Base.

6. A scholar may be directed to continue to work in the Reset Base, and out of general circulation, for more than one day if, following suspension, a solution cannot be agreed to resolve a uniform breach.
7. Scholars who regularly receive sanctions for the incorrect wearing of uniform items, may be directed to wear other options instead.
8. Only in exceptional circumstances would a scholar be given a timebound note from the year team, authorised by the principal, excusing them from these rules.

Jewellery Expectations

These are the academy's rules regarding jewellery:

1. Piercings:
 - a) a maximum of three plain studs in total may be worn; these may be in the ears and nose only
 - b) clear retainers are permitted in addition to the maximum of three studs detailed above
 - c) studs must be removed for PE lessons; if a scholar cannot remove a stud, they may – staff availability permitting – be given a different activity to complete or they may be directed to work in the Reset Base for the duration of that lesson.
2. Rings, necklaces and bracelets are not permitted.
3. Simple, standalone – not connected to the internet – watches may be worn.
4. Exceptions to these rules, authorised by the principal, may be made for religious reasons.
5. Any item breaching these jewellery rules will be confiscated on sight and returned to the scholar at the end of the school day.
6. If a scholar refuses to hand over additional jewellery it will be treated as defiance and the scholar will be sanctioned; accordingly, ultimately if the scholar continues to refuse, the scholar may be issued with a suspension. Upon return to school, the scholar will be expected to complete time in the Reset Base where they will need to ensure any jewellery worn conforms to this policy.
7. A scholar may be directed to continue to work in the Reset Base, and out of general circulation, for more than one day if, following suspension, a solution cannot be agreed to resolve a jewellery breach.
8. Only in exceptional circumstances would a scholar be given a timebound note from the year team, authorised by the principal, excusing them from these rules.

Hair, Make-Up and Nail Expectations

These are the academy's rules regarding hair, make-up and nails:

1. Extreme hair styles, lines and patterns shaved into the hair or eyebrows, are not permitted.
2. If hair is dyed, it must not be dyed a colour that could not be achieved naturally.
3. Make-up should be discreet and natural in style.
4. False eyelashes and false nails are not permitted (including acrylic, gel or any other false nail).
5. Nail varnish is not permitted apart from clear (not coloured) "French manicure"/ "French polish" on the natural nail.
6. Scholars unsure about how much make-up counts as discreet should seek advice from their year team.
7. Scholars breaching the academy's hair, make-up and nail rules will be asked to correct the issue if possible. Where the issue cannot be resolved immediately, parents/ carers will be contacted for assistance and the scholar may be sent home for a short period to correct the issue.

8. A scholar may be directed to work in the Reset Base, and out of general circulation, for more than one day if a solution cannot be agreed to resolve any hair, make-up or nail rule breach.
9. Only in exceptional circumstances would a scholar be given a timebound note from the year team, authorised by the principal, excusing them from these rules.

Equipment Expectations

These are the academy's rules regarding equipment:

1. Scholars are expected to bring in the following equipment daily:
 - a) Pens – two black/ blue and one green
 - b) Pencil
 - c) Highlighter (any colour)
 - d) Ruler (30cm)
 - e) Eraser
 - f) Pencil sharpener
 - g) Protractor
 - h) Compass
 - i) Glue stick
 - j) Scientific calculator (the Casio FX83GTX is preferred)
 - k) Canteen card
 - l) Water bottle
 - m) Any other items provided by the academy for scholars to use on a regular basis
2. 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.
3. Where possible, the academy will loan scholars the equipment they need to access learning during the day.

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 a significant impact on a scholar’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 scholars’ name.
- personalised through the use of the scholar’s name.
- consistently used in all lessons as a part of our teaching.

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

- regular verbal praise and encouragement, specifically focusing on personal gains by individuals.

- non-verbal praise – e.g. thumbs up, positive facial expressions.
- acknowledgment of good work and recognition for high quality homework produced through the awarding of Merits and Golden Tickets.
- encouraging staff to praise identified individuals and sharing their work, including displaying their work through the visualiser and learning environments.
- Praise should also be shared with parents/carers through praise contacts home (for example a phone call or postcard), which, in turn, will promote a positive working relations with the family.

Merits

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

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

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

Daily Rewards

- Each professional will praise scholars for following the Academy rules.
- Merits will be awarded to scholars for demonstrating the Astrea and Academy values.
- Each Form Tutor will aim to award at least two scholars with Merits during Morning Meeting
- Each class teacher will aim to award at least five scholars within every lesson and to celebrate one scholar who has gone above and beyond in the lesson. This will take the form of a Golden Ticket.
- Each Head of Year will aim toward at least five scholars from their year group over the course of the day, during social times.

Weekly Rewards

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

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

Zero Heros

Within the policy we want to reward the scholars who come to school every day and engage with their learning positively. Therefore all scholars who have 100% attendance for a week and no negative corrections within the week will automatically receive 3 Merits. As this accumulates, all scholars who maintain this fantastic record for a term will receive a Zero Hero badge and certificate.

Half Termly Rewards

At least once a half term, year group assemblies will focus explicitly on celebrating scholars' achievements, linked to the Astrea and academy values. Due to the high-profile nature of the Merits, where scholars have achieved a certificate threshold, these will be awarded during this assembly.

Threshold Rewards

As scholars accumulate their Merits, they will receive certificates for key threshold points. Scholars will also receive a corresponding badge to be worn on their blazer. The Merits continue to accumulate over the year, resulting in the opportunity for scholars to achieve the maximum threshold of 750 points. The thresholds are as follows:

Badge colour	Merits
Blue	100
Bronze	200
Silver	350
Gold	500
White	750+

Scholar Leadership Roles

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

11 Sanctions

Rationale

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

Disruption-free Learning

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

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

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

We will consider whether a scholar's SEN or disability has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the scholar. To do this, the academy will consider whether the scholar understood the rule or instruction and whether the scholar was unable to act differently as a result of the SEN. The academy will not assume that because a scholar has SEN or a

disability that this must have affected their behaviour on a particular occasion or assume that a scholar's SEND automatically requires behaviour support to be put in place.

Teachers have a responsibility to ensure that learning is engaging, for guidance on the expectations within this refer to the following Astrea Secondary Frameworks: Teaching & Learning, Means of Participation, Fluency, Booklet led Learning.

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

- A verbal reminder
- The issuing of a Demerit
- The issuing of an After School Detention
- Referral to Triage until the end of the next social time break
- Referral to the Reset Base for a whole academy day
- Referring the scholar to a senior member of staff
- Time directed with SLT
- Phone calls home to parents / carers
- Formal meeting with parents, with agreed targets
- Suspension*
- Managed move*
- Off-site Direction*
- Alternative Provision*

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

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

Underpinning the rationale behind sanctions is a firm belief that it is not the severity of the sanction but the certainty that this follow up will take place that is essential.

The Sanctions Escalation Process

Within the Classroom

Stage 1 – Verbal Warning (0 points)

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

Examples of behaviours that are likely to result in a Verbal Warning 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
- Rudeness towards another scholar
- 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 verbal warning will be recorded in Bromcom to allow pastoral leaders to monitor trends within disruptions to learning, however this, in itself will not equate as a sanction for the individual scholar.

Stage 2 – After School Detention (-2 points)

If a scholar continues to disrupt the learning within a lesson or behaves in a way that contravenes the values and rules of the academy, it is important that there is a clear and immediate consequence to their actions, as such, they will be issued with a same day After School Detention. This detention will last for 30 minutes. During the detention, scholars will complete a reflection activity (independently and then through discussion with detention staff), providing them with an opportunity to reflect on their behaviours, they will also use the remainder of the detention time to revisit their prior learning in silence, using their knowledge organisers and their exercise books.

The list of scholars attending after school detention for that evening will be collated during Period 4, with parents/carers being informed via email. Any scholar 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: 3:05pm – 3.35pm
- Session 2: 3.35pm – 4.05pm

A scholar 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 scholars who receive a detention in Key Stage 4, they can attend their Period 6 lesson in place of the detention. Failure to attend Period 6 will result in an escalation.

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 that is then corrected
- Repeated lack of equipment
- Electronic device infringement – *see additional information about electronic devices below*

Stage 3 – Lesson Removal (-6 points)

If a scholar 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 Triage Room. Scholars will remain in the Triage Room, until the end of their next social time (break or lunch time). If a scholar has reached this stage within a lesson, they are expected to take themselves and their belongings to the Triage room, and to have reached the Triage room within 3 minutes of being asked to leave the classroom.

Once they have arrived at the Triage Room, they will be met by the member of staff on duty in Triage. The Triage Room lead will evaluate scholars' behaviour that has resulted in the referral to Triage. Scholars should be 'checked in' in the Triage Room and the staff on duty should record this attendance on a tracker. This check-in will start the process of scholars reflecting on their behaviour.

If scholars who arrive in the Triage Room for the first time in a school day, don't comply with the rules of the room (outlined below), they will be escalated to the Reset Base for the equivalent of a whole-school day.

If scholars are removed from lesson twice in one school day, they will be moved from Triage (on arrival from lesson) to the Reset Base. Scholar's will spend the equivalent to a whole-school day (plus 60-minute detention) in the Reset Base. i.e. if they arrive Period 3, they will remain in the base until the end of Period 3 on the next school day.

Scholars should not return to lessons where they have been removed from. On arrival in the Triage Room/Reset Base, the following actions will take place:

- The scholar is registered
- The scholar hands over their mobile phone / electronic devices (for safe storage till the end of their time in either room)
- As a calming activity, the scholar reads from a pre-selected range of books, appropriate for their reading age ability for a set period of time
- The Reset Base team contact the scholars' parents/ carers to inform them that they have been placed into the Reset Base and the reasons why.

The Triage Room/Reset Base aims to support scholars who are displaying behaviours that are disrupting other scholars. The Base is led and managed by the Reset Base Manager, they will be supported by additional staff and SLT will visit every lesson. The Reset Base runs from 8.30am – 4.05pm.

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

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

Within the Triage Room/Reset Base, scholars are expected to:

- Fully complete the check-in process, including handing over their mobile phone / electronic devices to be kept securely.
- Complete their academic work while in the Triage Room/Reset Base. If the quality or quantity of work completed does not meet the required / expected standard, their time in the Reset

Base may be extended (or escalated) unless there is a mitigating reason or circumstance. Likewise, if the conduct of a scholar does not meet the required / expected standard, their time in the Reset Base 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 Base, 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
- Damage to school property
- Bringing in a prohibited item or substance
- Bullying
- Using discriminatory language or displaying discriminatory actions
- Smoking / Vaping
- Refusal to attend a detention
- Physical assault towards a member of staff or another scholar
- Theft / stealing personal or academy property

Disruptive behaviour in the Reset Base

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

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

Following these four opportunities, if the behaviour continues, the scholar will receive a fixed-term suspension for persistent disruptive/defiant behaviour in the Reset Base. The scholar will return to the Reset Base for one full day 8.30am – 4.05pm when integrated back from suspension.

Supporting scholars following a sanction

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

- The opportunity for the scholar to reflect individually on their actions.
- A restorative conversation with the scholar.

- A phone call with the parents/carers/Virtual School for looked after scholars.
- Inquiries into the scholar's conduct with staff involved in teaching, support or supervising the scholar.
- Inquiries if appropriate into the circumstances outside of academy, including at home, conducted by the DSL.
- Consider whether the support for behaviour management being provided remains appropriate or needs amending.

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

Outside of the Classroom – Demerits

The system of Demerits runs alongside the 'in classroom' process and is in place to ensure that scholars maintain the high expectations whilst transitioning between lessons and at social time (before/after school, break and lunch). Following a similar approach to the in-classroom sanctions, scholars who are not following the school rules and expectations will receive a Demerit. This will be logged on Bromcom as a -1 event and parents/carers will be able to see this through MCAS.

Should a scholar then receive an additional Demerit within the same day, this will escalate to an after school detention (30 minutes) as having recently received a Demerit, which acts as a reminder, they have continued to not follow the rules and expectations.

Some out of lesson behaviours have a greater negative impact on the harmonious culture within the school, and therefore, if witnessed, result in a more significant Demerit, equating to -2 points. In this situation, the scholar's behaviour would result in an after-school detention automatically. The tariff of the different out of lesson negative behaviours can be seen below:

	Demerit	After school detention (30 mins)	After school detention (60 mins)
Associated minus points for tracking	-1	-2	-4
Examples of behaviours	<ul style="list-style-type: none"> • Equipment • Uniform infringement (rectifiable) • Inappropriate conduct • Boisterous behaviour • Eating out of designated area • Being out of area 	<ul style="list-style-type: none"> • 2 x corrections • Play fighting • Littering • Chewing gum • Derogatory language • Unsafe behaviour • Throwing water • Multiple scholars in cubicles 	<ul style="list-style-type: none"> • 2 x Tier 1 detention

N.B. Confiscation of Electronic Devices

Any electronic device that is seen, heard or used will incur an After-school Detention. In addition, the scholar will hand over the device, including the SIM. This will be retained by the academy and stored in a safe location. On the first occasion (in an academic year) parents/carers will be contacted to come and collect from the academy after school on the same day. If there is a repeat, the academy will keep the phone for 24 hours. Scholars will be able to recover their electronic device at the end of the next day. If a scholar's device is confiscated, a member of school staff will inform the parent/carer of this prior the end of the day. Please note that if the device is seen, heard or used on a Friday, this will result the device not being returned until the end of Monday.

12 Suspension and Permanent Exclusion Guidance

If the strategies deployed within the reset base are unsuccessful, the scholar will receive a fixed term suspension equivalent to a full day or 1.5 days dependent on the time of day, for persistent disruption within the Reset Base. Scholars who are suspended for 'failing Reset' must spend a full day in the Reset Base on their return before they are reintegrated into mainstream. Scholars who are suspended for other reasons, will spend a minimum of 3 sessions (e.g. Period 1, Period 2 and breaktime) in the Reset Base before returning to mainstream. This will be discussed/agreed with parents/carers and scholars as part of the reintegration meeting. Poor behaviour in the Reset Base, during this time, will lead to an increase of time.

The following protocols are to be followed for scholars who receive fixed term suspensions.

- First suspension. Reintegration document including next steps is completed with the scholar and family. The Head of Year for the year group will lead the reintegration meeting, a discussion will be had around any suitable support or intervention that may be needed. The completed documentation will be shared with the parent /carer.
- Second suspension. The Head of Year and SLT link for the year, will lead the reintegration meeting, completing the reintegration documentation, including referencing the previous information from the first suspension. They will also review the impact of the support and intervention in place for the scholar and agree specific, measurable and time bound targets for all stakeholders.
- Third suspension. It is likely that there is a pattern of extreme negative behaviour emerging and so, the Principal may choose to escalate the number of days of suspension at this point. It is also likely that there is a greater level of intervention required at this point and, as a consequence, parents/ carers will meet with the Head of Year, the SLT link and any other relevant internal, external professionals to craft an individual Behavior Support Plan.

An individual Behavior Support Plan will bring together an understanding of the key behaviours being displayed, baseline measures around these, the voice of all stakeholders, the reasonable adjustments / supports and agreed interventions that school / external agencies will put in place, a clear plan around the agreed approach to the first 48 hours after suspension, and finally, clear measurable targets to improve the behaviour, including reviews built in at spaced intervals.

- Subsequent suspensions. The scholar's Behaviour Support Plan will be reviewed, including exploring where targets have been met/ not met and the impact of the agreed interventions. Additional referrals may be made to external agencies. If suspension continues, the Principal may choose to consider longer term alternatives, for example a managed move, an Off Site Direction or a short term placement at alternative provision.

- In line with KCSIE 2024, for scholars who receive multiple suspensions and are at risk of permanent exclusion the academy will work in conjunction with the family to explore additional support in the form of Early Help.

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

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

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

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

Please refer to the [Astrea Exclusions Policy](#).

13 Managed Moves / Off Site Direction

A managed move will be considered for a scholar at risk of permanent exclusion, where this is appropriate. A managed move involves the transfer of a scholar 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 accessed through the Fair Access protocol.

If the Principal feels it is in the best interest of the academy and the scholar, an offsite direction can be arranged so that the scholar can be educated at another school or alternative provision setting with the aim of helping the scholar to improve their behaviour.

Directing a scholar off-site for their education with a view to improving their behaviour is a specific power given to maintained schools under s.29(3) of the Education Act 2002. An off-site direction is different to a managed move.

14 Behaviour Beyond the Academy Site

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

15 Behaviour Tracking and Analysis

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

16 Interventions

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

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

Below is a list of example interventions (both internal and external).

WAVE 1	WAVE 2	WAVE 3
1:1 Careers Guidance Meeting	Assistant Educational Psychologist Screening	15+ Day Behaviour Panel
1:1 with HoY meeting	Attendance Stage 2/3	Alternative Provision
Attendance Stage 1	Rise mentoring- David Duker	Attendance Stage 4/5
Boxall Profile	Change in Timetable	Managed Move
Breakfast Club	Letter to GP / Professionals	Reduced Timetable
EAL Baseline Assessment	Early Help School Advice Session	SCC Educational Psychologist
Exam Support / Revision Support	Referral to BASI	Cambridgeshire Local Authority support/ guidance
FreshStart - Read, Write, Inc	SEMH & Academic Support from Intervention Teach	Speech and Language Referral (NHS)
Homework Club in Library	SEMH 1:1 sessions	Parental meeting regarding Behaviour: Stage 3
Key worker assigned	SEND Homework Support in Detention	SLT Report
Lego Therapy - Group work	Parental meeting regarding Behaviour: Stage 2	
Lunch Club	Step Out*	
Positive Peer Mentoring	Young Carers Referral	
Positive Target Card	Lego Therapy 1:1	
Reset Space (RS) Intervention	PSO/HOY 1:1 sessions	

Scholar boutique (uniform support)	Health & Family Support Worker Involvement	
SEMH Group Work	PYL /AYL Report	
Social Action Groups	<i>Other additional interventions not listed:</i>	
Sparx Maths Club		
Telephone communication regarding behaviour: Stage 1		
Restorative conversations		
Early Help School Advice Session		
Restorative: scholar and staff		
Restorative: scholar and scholar		
Racism and homophobic workshop/ Work booklet		
HoY Report		
<i>Other additional interventions not listed:</i>		

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 scholar.

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

Where a scholar has Special Educational Needs and/or a disability, the SENDCO and the inclusion team will be involved in the setting of reasonable adjustments. The SENDCO will also be consulted as part of the decision-making process should a suspension of a scholar with SEND be considered.

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

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

Where there is a safeguarding concern around a scholar, the DSL will be involved in the setting of any reasonable adjustments required. The DSL will also be consulted as part of the decision-making process should a suspension of a scholar of concern be considered.

18 Working with Parents / Carers

Parents / carers play a big part in ensuring that their children are responsible for their own behaviour within the academy. We work collaboratively with parents/carers, so scholars receive consistent messages about how to behave at home and the academy.

Parents / carers are able to access up to date information about their child through the 'My Child at School app'. This provides parents/carers with live information about their child's experience within school. We will aim to share all key documentation with parents/carers in a timely manner.

19 Bullying

We will ensure that all scholars feel safe at academy and accepted into our academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and scholars. The academy practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the academy. It is made very clear to scholar what is expected of them in terms of respecting their peers, members of the public, and staff. Please refer to Anti-bullying policy.

20 Child-on-child sexual violence and sexual harassment

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

21 Online Behaviour

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

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

22 Positive handling & use of reasonable force

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

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

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

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

23 Powers of search and confiscation

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

The Principal and the staff authorised by them, have a statutory power to search scholars or their possessions, without consent, where they have a reasonable ground for suspecting that the scholar may have a prohibited item. For a list of the Prohibited items see appendix 6.

24 Malicious Allegations

Scholars that are found to have made malicious allegations are likely to have breached the academy's behaviour policy. The academy will therefore consider whether to apply an appropriate sanction, which could include suspension or permanent exclusion. Please refer to Astrea Safeguarding Policy.

25 Staff Training

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

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

All Astrea academies are trained according to Team Teach principles. The Team Teach approach focuses on fostering a positive environment where physical handling is used only as a last resort. Team Teach training emphasises communication and de-escalation, as well as a full understanding of the

causes of challenging behaviour, reducing the need for invasive interventions. Termly Behaviour Network meetings are held, to support the on-going development of policy and practice.

26 Use of CCTV

CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction. For further detail on the use of CCTV please refer to the [Parent Guide \(astreaernulf.org\)](http://astreaernulf.org)

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



Scholarship Curiosity Tenacity Responsibility Respect

Our Rules

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

Around and Beyond the Academy Rules

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

Classroom Rules

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

Appendix 2 – Rewards Visuals

Building a Positive Learning Culture

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



05 Cumulative Rewards
As scholars accumulate their House points, they will receive certificates and badges for key thresholds (for example 100, 200 or 750+).

04 Termly Rewards
Zero Hero scholars will be rewarded at the end of each term for achieving a whole term without any Negatives and 100% attendance. Once they have achieved their bronze ZH badge, they can go on to achieve their silver and gold badges!

03 Half Termly Rewards
Every half term, year group celebrations will take place. Staff will also recognise the achievements of scholars through these celebrations!



02 Weekly Rewards
Every week, scholars who have 100% attendance and do not receive any Negatives will automatically receive 3 House points and be on track to be a Zero Hero!
Form Tutors will celebrate the successes of individual scholars and the form. Staff will also make 'Praise Contact', sharing the achievements of scholars with their family.

01 Every Lesson, Every Day
Scholars will receive regular praise for good behaviour in line with the academy's values. Scholars will receive 1 House point each time they go above and beyond to demonstrate the academy's values.

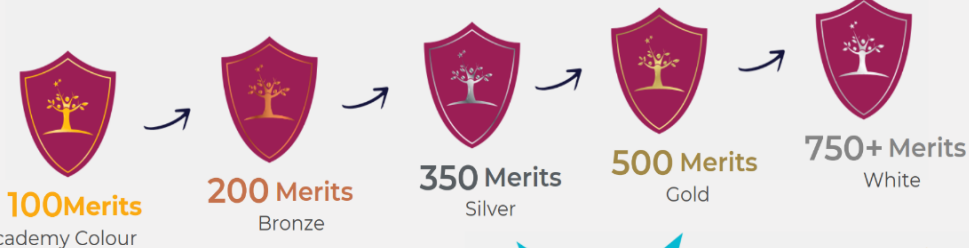


Merits

The awarding of Merits is closely aligned to a scholar demonstrating the academy's values in a way that goes above and beyond the typical behaviours we expect of scholars.

Scholarship Curiosity Tenacity Responsibility Respect



100 Merits
Academy Colour

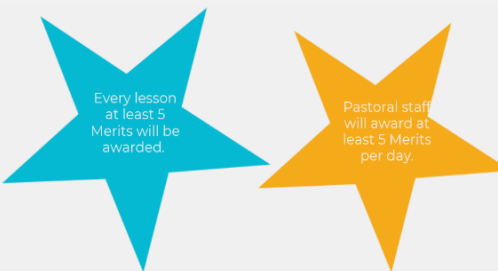
200 Merits
Bronze

350 Merits
Silver

500 Merits
Gold

750+ Merits
White

As scholars accumulate Merits, they will receive a certificate and a badge to be worn on their uniform. The colour of the badge reflects their level of achievement. Merits continue to accumulate over the academic year.



Appendix 3: Merits – Tariff

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

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

Appendix 4 – Astrea Sanction Stages for negative behaviour

Behaviour and Sanctions

All scholars deserve disruption-free learning to ensure a positive learning environment so that every scholar is able to maximise their potential.



ERNULF ACADEMY
Astrea Academy Trust

01

In Classroom - Verbal Warning
Issued to a scholar to remind them to correct their behaviour. The Verbal Warning is recorded to allow staff to track trends and intervene.

Out of Classroom – Demerit
Issued to scholars who are not following the school rules and expectations whilst transitioning between lessons and at social time (before/after school, break & lunch).

After School Detention
If a scholar persists in their negative behaviour after being issued with a Verbal Warning or Demerit, an after school detention will be issued. Scholars could receive up to three detentions in a day before this escalates to the next level. If a scholar does not attend the after school detention, they will be placed in the Reset Base the following day.

02

03

Triage / Reset Base
If a scholar has continued to display negative behaviour after being issued with a detention, they will be expected to take themselves to Triage for a period of reflection. Scholars will either return to lessons or, where the level of disruption requires, they will attend the Reset Base for a day.

04

Suspension
If, despite the strategies deployed within the Reset Base, a scholar continues to disobey the rules and display negative behaviours, they will receive a fixed term suspension. All scholars who receive a fixed term suspension will spend time in the Reset Base upon their return as part of the reintegration process.

05

05

Permanent Exclusion
Issued for a serious breach or persistent breaches of the school's behaviour policy; and where allowing the scholar to remain in school would seriously harm the education or welfare of the scholar or others in the school.

05



Appendix 5 – Sanctions Classifications Chart

Examples of disruptive behaviours that result in this sanction		Examples of behaviours that result in immediate referral to the Reset Base leading to a possible suspension
Verbal warning	Detention	
If the teacher is stopped teaching – then there is a need for verbal warning	Continuation of behaviour beyond a verbal warning	Continued disruption to learning
Disruption to learning /talking over the teacher	Late to the academy or lesson	Verbal abuse towards a member of staff or another scholar
Failure to follow an instruction first time	Chewing gum	Threatening behaviour
Lacking equipment/ scholar handbook	Not completing homework	Refusal to hand over a mobile phone/electronic device
Rudeness towards another scholar	Inappropriate language	Swearing
Not following the seating plan	Repeatedly lacking equipment/ scholar 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 scholar
	Throwing or splashing water	Failure to comply with a search
	Uniform infringement	Theft
	Electronic device infringement	Truancy
	Truancy	Stealing personal or academy property

Appendix 6: 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 school policy specifies as banned