



# Astrea Academy Trust

LEARN, THRIVE, SUCCEED

## **Secondary Phase Positive Behaviour & Relationships Policy**

### **St Ivo Academy**



# **ST IVO ACADEMY**

Astrea Academy Trust

INSPIRING BEYOND MEASURE

## Document Control

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# **1 Behaviour Principles and aims**

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 sense of belonging in which all members are equally valued. All individuals are expected to uphold the highest standards of personal conduct, be aware of their conduct and take responsibility for their conduct, setting positive examples for those around us. Through encouraging positive behaviour patterns, we can promote good relationships throughout the academy community, built on trust and understanding. We will support all of our students in developing a high level of individual and social responsibility.

This policy aims to ensure that all employees are aware of the behaviour policy and principles. It acknowledges the specific roles and responsibilities of employees, recognising that not all employees are required to undertake the specific actions detailed in the policy. The policy outlines parent/carer expectations to ensure employees are informed of these.

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

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

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

## 2 Legal & Statutory Duties

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

- [Keeping Children Safe in Education 2025](#)
- [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 \(2025\)](#)

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.
- This policy complies with our funding agreement and articles of association.

## 3 Roles and Responsibilities

The academy sets out clear and explicit expectations of all stakeholders, based on the Trust's values of Scholarship, Curiosity, Tenacity, Respect and Responsibility.

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

## 4 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 students for praise and recognition, demonstrating a genuine care and respect for students.
- The leadership team will ensure that the application of the behaviour policy does not unlawfully discriminate against any students based on a protected characteristic under the Equality Act. These characteristics are: age, sex, race, religion or belief, sexual orientation, gender reassignment, marriage or civil partnership status, pregnancy and maternity, or disability. The leadership team will also ensure that the school promotes good relations between different communities.

- The leadership team will ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies to understand roles and responsibilities.
- The Principal will brief all staff on the Behaviour Policy and make it available to all staff. The Principal will ensure that staff routinely trained on this, including at the start of an academic year and during their induction.
- The Special Educational Needs and Disabilities Coordinator (SENCO) will ensure that students are screened for special educational needs and / or disabilities and signposted to support where referrals meet thresholds.
- The leadership team will provide suitable work for the first five days of a suspension and make alternative provision available from day 6 for fixed period suspended students.
- The leadership team will arrange a comprehensive reintegration process for parents/carers and students at the end of a fixed period out of the Academy (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 students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- The leadership team will track and monitor behaviour trends within the school, and within their specific areas of leadership responsibility, using this information to inform next steps.

## **5 Staff responsibilities:**

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

All staff will consistently:

- Follow and model The Astrea Behaviour and Culture Framework at all times.
- Follow the rewards and consequences as outlined in the policy.
- Plan lessons that engage and challenge all students, ensuring that they have a firm understanding of their prior knowledge.
- Use visible rewards throughout every lesson – including the issuing of House Points and the use of Golden Tickets.
- Regularly celebrate students whose efforts go above and beyond expectations.
- Refer students to SLT for additional praise.
- Be calm and give brief periods of 'reflection time' to provide opportunities for students to modify their behaviour.

- Retain ownership and engage in reflective dialogue with students as appropriate during lessons.
- Never ignore or walk past inappropriate behaviour.
- Positively engage with professional development, research and evaluation.

## **6 Parents'/carers' responsibilities:**

- To work in partnership with the school as outlined in our Home-school agreement (Appendix 3).
- To adhere to 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, noting that students must also take responsibility for their punctuality and being 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.
- To work with the academy to support their child's positive behaviour, with support from the academy as required.
- 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, arranged through consultation with parents/carers.
- 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 engage actively 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 (including 2 contacts).
- Support from the academy is available to support parents/carers including supporting achievement funds and students' boutiques.

## **7 Students are expected:**

- To follow academy rules and instructions of academy staff, first time every time.
- To act as positive ambassadors for the academy when off academy premises.
- Not to bring inappropriate or unlawful items to academy.
- To show respect to academy staff, fellow students, academy property and the academy environment.
- Never to denigrate, harm or bully other students or staff, including through the use of social media.
- To reflect, understand and engage with restorative practices, accepting responsibility of actions and subsequent consequences.
- To make appropriate use of IT devices, software and accounts, accessing and using them in accordance with the academy rules and any instructions given by staff.

## **8 Systems – Rules and Routines**

Students will be supported to achieve the behaviour standards set in the academy. Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture which

demands high expectations of staff and students, and which also demonstrates our core values and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for our community and for life.

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

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

Scholarship, Curiosity, Tenacity, Respect, Responsibility.

### **Classroom Rules**

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

### **Around and Beyond the Academy Rules**

1. Arrive to the academy on time wearing our full academy uniform with pride and adhering to the dress code.
2. Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard, or used during the academy day.
3. Follow all staff instructions – first time, every time.
4. Always transition around the academy safely with pace and purpose, where silence is the default on corridors, apart from warm and polite interactions with staff. It is noted that students with medical needs, health conditions, or disabilities affecting their speech and language, will not be sanctioned for non-conformance.
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.

### **Core Routines**

Routines help establish a culture of and for learning, shared expectations, ways of behaving, and support the shaping of common values. We therefore build our schools around routines and

procedures that then become habits. We make these shared expectations explicit so that they become social norms and over time they simply happen because this is “what we do here”.

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

Our routines include:

- Arrival
- Morning Welcome
- Entry
- Exit
- Transitions
- Equipment
- Silence is Golden
- Habits of Attention
- Signal, Pause, Insist (Hands up for Silence)
- STEPS (Politeness / Kindness)
- Praise, Rewards and Celebrating Success
- Appreciations

## **Uniform Expectations**

We set high expectations for our students, and we expect all students to wear their uniform with pride throughout the school day. Our uniform policy clearly defines the required standards to ensure consistency across the school and to support a culture of belonging and respect.

Full details of the uniform requirements, can be found here: [Uniform and equipment – Astrea St Ivo](#)

To help students meet these expectations, the school operates a Dress for Success Room, a dedicated space where students can discreetly borrow missing or damaged items before the school day begins. This ensures that all students are ready to learn and feel confident in their appearance, prior to the start of the school day.

We ensure second-hand uniforms are accessible to families, providing a cost-effective and sustainable alternative to purchasing new items. For more information on this, please email [uniform@astreastivo.org](mailto:uniform@astreastivo.org)

We also offer financial assistance for families facing hardship to ensure every child can meet our uniform expectations. For more information on this, please email [uniform@astreastivo.org](mailto:uniform@astreastivo.org) and/or see the uniform section on the school website: [Uniform and equipment – Astrea St Ivo](#)

## **9 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 student’s day, their overall experience and the wider culture of success within the Academy.

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

- specific and linked to an achievement or substantial effort.
- sincere and genuinely expressed with appropriate language and tone.
- instant – recognising the specific and providing timely positive feedback.
- personalised through the use of the student’s name.
- consistently used in all lessons as a part of our teaching.

Within the established positive learning environment, students 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 House Points 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 relationship with the family.

## **House Points**

Students will be rewarded with House Points each time they demonstrate behaviours in line with the Astrea values. (See appendix 2: House Points tariff).

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

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

## **Daily Rewards**

- All staff will praise students for following the Academy rules.
- House Points will be awarded to students for demonstrating the Astrea and Academy values.
- Each Form Tutor will aim to award at least two students with House Points during tutor time.

- Each class teacher will aim to award at least five students within every lesson and to celebrate one student 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 students 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 House Points and attendance, celebrating and sharing success on both an individual and form group level.

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

## Zero Heroes

Within the policy we want to reward the students who come to school every day and engage with their learning positively. Therefore, all students who have 100% attendance for a week and no negative corrections within the week will automatically receive 3 House Points. As this accumulates, all students 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 students' achievements, linked to the Astrea and academy values. Due to the high-profile nature of the House Points, where students have achieved a certificate threshold, these will be awarded during this assembly.

## Threshold Rewards

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

| Badge colour | House Points |
|--------------|--------------|
| House Colour | 100          |
| Bronze       | 200          |
| Silver       | 350          |
| Gold         | 500          |
| White        | 750+         |

## Student Leadership Roles

We aim to foster positive relationships through developing our students as leaders, such as through membership on academy councils/ learning councils and roles such as reading mentors. The majority of our student leadership roles are delivered through our house system, enabling students from different year groups to work together in a collaborative way. Students can progress through our leadership system into more senior roles as they move through the school.

- Students can join the Student Council which meets weekly and addresses issues of concern or interest on behalf of the student body.
- As part of the house system students can become House Representatives and become involved in organising events within the academy.
- As part of the extra-curricular programme there are opportunities for students to become Captain/Vice Captain of teams.

## 10 Sanctions

### Rationale

- Every student has the right to learn in a disruption free environment.
- Every teacher has the right to teach without disruption.
- Every employee has the right to work in a disruption free environment.
- Students need to be explicitly taught how to behave and develop positive habits
- Students that require additional support to self-regulate receive this without delay.

### Disruption-free Learning

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

- Outline what acceptable conduct or behaviour looks like
- Clearly communicate that unacceptable behaviour impacts others and is taken seriously at all times.
- Use sanctions appropriately to those whose behaviour needs correcting
- Be consistently applied by all staff to help to ensure that students and staff feel supported and secure.

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

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

Teachers have a responsibility to ensure that learning is engaging, for guidance on the expectations within this 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 Negative Point
- The issuing of a Detention
- Referral to the Reset Classroom for a whole academy day
- Referring the student to a senior member of staff

- 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 by SLT / pastoral staff 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.**

### **Shared Responsibility**

Where a student assists, encourages or 'covers for' another student in breaching the behaviour policy, he or she can expect to be sanctioned. In particularly serious cases, including where the assistance or encouragement are very substantial, staff are entitled to decide that the students are jointly responsible for the breach and its consequences.

Where a student coerces or induces another student to commit a breach, his or her culpability might be greater than that of the other student and he or she might receive a more severe sanction.

In incidents involving multiple students, where it is possible to identify who participated but not which individual is responsible for which specific action or impact, staff are entitled to decide that a sanction should be applied evenly to some or all of the students involved.

This does not mean that sanctions will always be the same when more than one student is involved. Sanctions, especially suspensions and permanent exclusions, must take account of the individual circumstances of the student. Staff, particularly the Principal in cases of suspension and permanent exclusion, are entitled to apply different sanctions provided that this can be justified as fair and proportionate.

## **The Sanctions Escalation Process**

### **Within the Classroom**

#### **Stage 1 – Verbal Reminder (0 points)**

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

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

- If the teacher is stopped from teaching to address the disruption
- 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 student
- Not following the seating plan
- Lack of effort in the classroom
- Uniform issue
- Head on the desk or slumped in the chair
- Unsafe behaviour (e.g. swinging on their chair)
- Lack of pride in their work, not taking ownership

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

## **Stage 2 – After School Detention (-2 points)**

If a student continues to disrupt the learning within a lesson or behaves in a way that contravenes the 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 (if issued after 13:20, the detention will take place the next school day). This detention will last for 40 minutes. Students will use the detention time to revisit their prior learning in silence, using their knowledge organisers and their exercise books.

The list of students attending after school detention for that evening will be collated after 13:20, with parents/carers being informed via MCAS. Any student who receives an after school detention after 13:20 will sit this the following school day.

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

- Session 1: 15:00 – 15:40
- Session 2: 15:40 – 16:20

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

The academy will provide a 'late bus' each evening, to allow students who live in our catchment villages to attend detentions.

Parents/ carers of students who may have difficulty attending an after-school detention should inform the academy of any issue at their earliest convenience. Pastoral and senior leaders may agree to reschedule the detention for another night. The academy reserves the right to decline a request to defer if it questions the validity or quality of the argument presented, or the student regularly needs their detentions rescheduling.

Parents/ Carers and the student will be notified of this decision and the fact that failure to then attend will still result in the sanction being escalated.

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

- Continuation of defiant behaviour after being issued with a verbal reminder
- Arriving between 4 and 8 minutes late to lesson (without a note from a member of staff)
- Chewing gum (at any point during the school day including social times)
- Not completing homework (including where completion is not 100% for Sparx HW)
- Inappropriate language such as swearing/racial slurs/inappropriate sexual comments and language that causes offense
- No PE kit
- Stealing or misusing personal or academy property
- Littering
- Throwing or splashing water
- Uniform infringement that is then corrected
- Repeated lack of equipment
- Electronic device infringement – *see additional information about electronic devices.*

**Stage 3 – The Reset Classroom (-6 points)**

If a student repeatedly disrupts the learning within a lesson (having previously been issued with a verbal reminder and after school detention) or behaves in a way that significantly contravenes the values and rules of the academy, they will be required to attend the Reset Classroom for a minimum of 1 school day. If a student has reached this stage within a lesson, they are expected to take themselves and their belongings to the Triage room, adjacent to the Reset Classroom within 3 minutes of being asked to leave the classroom.

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

The Triage Room lead will decide if the student's behaviour warrants a referral to Reset Classroom, an additional lesson in the Triage Room or the student is to return to lesson at the start of the next lesson. Students should not return to lessons where they have been removed from. On arrival in the Reset Classroom, the following actions will take place:

- The student is registered
- The student hands over their mobile phone / electronic devices (for safe storage till the end of the day)
- As a calming activity, the student reads from a pre-selected range of books, appropriate for their reading age ability for a set period of time
- The Reset Classroom team contact the students' parents/ carers to inform them that they have been placed into the Reset Classroom and the reasons why.
- The student will remain within the Reset Classroom until the end of the corresponding lesson for the next day (for example, if they arrive period 3, they will remain in the base until the end of period 3 on the next school day).
- The student will attend the full after school detention duration. (Senior leaders should consider shortening this duration following positive student conduct.)

The Reset Classroom aims to support students who are displaying behaviours that are disrupting other students. The classroom is led and managed by the Reset Classroom Manager, they will be supported by additional staff and SLT will visit every lesson. The Reset Classroom runs from 08:30 – 4:20pm.

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

- Students receive high quality academic work that matches their ability and is in line with the

curriculum they follow to ensure continuity of learning for the duration of their placement.

- Student voice is obtained through restorative work to support restoration and reduce the likelihood of a repeat placement or escalation to suspension.
- Students are supported by the SENDCO and the inclusion team with considered reasonable allowances and adjustments to enable students to be successful whilst within the Reset Classroom.

Within the Reset Classroom, students are expected to:

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

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

- Continuation of defiant behaviour after being issued with an After-school detention
- Truancy
- Swearing and/or use of inappropriate language (verbal abuse) directed towards a member of staff
- Refusal to hand over an electronic device
- Threatening behaviour
- 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
- Theft / stealing personal or academy property
- Physical assault towards a member of staff or another student
  - *Where physical assault occurs, the level of severity of the assault will be recorded and reviewed. The Principal reserves the right to consider student suspension.*

## Disruptive behaviour in the Reset Classroom

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

1. The room supervisor will issue a clear warning to the student (and record this on the room log sheet and the students' individual record).
2. The room supervisor will issue a clear (second) warning to the student (and record this on the room log sheet and the students' individual record).
3. The SLT supervisor (or another member of SLT) will speak to the student, explaining how the behaviours displayed do not meet the expectations of the Reset Classroom and how the student is at risk of escalation to suspension. This conversation may take place quietly in the room or in another space so as to maintain a quiet environment in the room.
4. The Pastoral Leader / SLT will speak to the parent/carer of the student, explaining how the behaviours of the child displayed do not meet the expectations of the Reset Classroom and

how the child is at risk of escalation to suspension. It is appropriate for the child to speak to their parent/carer so that they can reinforce the seriousness of their child's current behaviours and aim to recorrect these.

Following these four opportunities, if the behaviour continues, the student will receive a fixed-term suspension for persistent disruptive/defiant behaviour in the Reset Classroom. The student will return to the Reset Classroom for one full day (8:30 – 4:20pm) when integrated back from suspension.

### **Supporting students following a sanction**

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

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

Careful consideration will be given by the academy around the reintegration of any student who receives a suspension. Dependent on the nature of the incident that warranted a suspension and the regularity of the student's misbehaviour, the approach may vary. In the majority of cases, a reintegration meeting will take place prior to the student returning to academy. It may involve parents, students and if relevant, other agencies looking clearly at what support and strategies can be used to help the student return to mainstream education and meet the expected standards of behaviour.

However, if a student is repeatedly displaying negative behaviours that contravene the school's rules, policies and values, it is anticipated that a greater level of intervention will be needed and subsequently, a bespoke support plan would be agreed between all parties.

### **Outside of the Classroom – Corrections**

The system of Corrections runs alongside the 'in classroom' process and is in place to ensure that students 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, students who are not following the school rules and expectations will receive a Correction. This will be logged on Bromcom as a -1 event and parents/carers will be able to see this through MCAS.

Should a student then receive an additional Correction within the same day, this will escalate to an after school detention (40 minutes), as having recently received a Correction, which acts as a reminder, they have continued not to 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 Correction, equating to -2 points. In this situation, the student's behaviour would result in an after school detention automatically. The tariff of the different out of lesson negative behaviours can be seen below:

|                                      | Correction | After School Detention<br>(40 minutes) | After School Detention<br>(80 minutes) |
|--------------------------------------|------------|----------------------------------------|----------------------------------------|
| Associated minus points for tracking | -1         | -2                                     | -4                                     |

|                        |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                        |                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Examples of behaviours | <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Uniform infringement (rectifiable)</li> <li>• Inappropriate conduct</li> <li>• Boisterous behaviour</li> <li>• Eating out of designated area</li> <li>• Being out of area</li> </ul> | <ul style="list-style-type: none"> <li>• 2 x corrections</li> <li>• Play fighting</li> <li>• Littering</li> <li>• Chewing gum</li> <li>• Derogatory language</li> <li>• Unsafe behaviour</li> <li>• Throwing water</li> <li>• Multiple students in cubicles</li> </ul> | <ul style="list-style-type: none"> <li>• 2 x 40 min detention</li> </ul> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|

## 11 Suspension and Permanent Exclusion Guidance

If the strategies deployed within the reset classroom are unsuccessful, the student will receive a suspension equivalent to a full day or 1.5 days dependent on the time of day, for persistent disruption within the Reset Classroom. A student who receives one fixed term suspension should spend a full day in the Reset Classroom on their return before they are reintegrated into mainstream. The following protocols are to be followed for students who receive fixed term suspensions.

- First suspension. Reintegration document including next steps is completed with the student 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 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 student and agree specific, measurable and time bound targets for all stakeholders.
- Third suspension. It is likely that there is a pattern of persistent 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 and external professionals to craft an individual Behaviour Support Plan.

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

- Subsequent suspensions. The student's Behaviour Support Plan will be reviewed, including exploring where targets have meet met/ not met and the impact of the agreed interventions. Additional referrals may be made to external agencies. If suspension continues, the Principal may choose to consider longer term alternatives, for example a managed move, an Off Site Direction or a short term placement at alternative provision.
- In line with KCSIE 2025, for students 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 student from academy but sometimes this may be necessary. The academy adheres to national guidance in deciding on and managing suspensions. The Principal refers to this guidance in any decision to suspend a student from the academy. The following may be given as 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
- Sexual harassment

Only the Principal (or the person acting in their absence) has the power to suspend a student from the academy. Further references to the Principal will include anybody acting in their 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.

A student may be suspended for a total of 45 days in any academic year (this being the maximum affixed to the student across any schools at which he or she is registered in that academic year) or may be excluded permanently. Should a student be suspended for more than 15 days in a term, the Statutory Review Committee must meet to consider the suspension which brought him or her above the 15-day threshold. Before taking the decision to permanently exclude a student, the Principal will have evidence of a range of strategies that have been attempted, as outlined in the Behaviour Policy.

For additional information, please see the Astrea Exclusions policy: [Policies - Astrea Academy Trust](#)

## **12 Managed Moves / Off Site Direction**

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

Where the Principal determines it is in the best interests of both the student and the academy, the school may implement an Off-Site Direction (OSD) or an Off-Site Reset Direction (OSRD). This allows the student to be temporarily educated at another school or alternative provision setting with the aim of helping the student to improve their behaviour. This will be undertaken to support a period of reflection, intervention, or behaviour reset. Such decisions are made to safeguard the learning of all students and to enable a structured and purposeful re-engagement with the expectations of the academy. An off-site direction is different to a managed move and can be undertaken without parental consent.

Directing a student off-site for their education with a view to improving their behaviour is permitted under the general powers implied by the trust's Articles of Association and mirrors the specific legal power given to maintained schools under the Education Act 2022.

## 13 Behaviour Beyond the Academy Site

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

## 14 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 academy senior leaders responsible for behaviour (Behaviour Leads) regularly analyse behaviour data to identify patterns, trends and areas for future development. Key students and trends of behaviour will be reviewed during regular Behaviour, Attendance, Safeguarding and Inclusion (BASl) meetings.

## 15 Interventions

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

Interventions are used to support students manage their behaviour and to reduce the likelihood of suspensions or permanent exclusion. Some students may need more support than others and this may be delivered either in small groups or in 1:1 intervention. Often this focused support is delivered outside the classroom. All interventions will be initiated in conjunction with parents and 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                 |                                               | 15+ Day Behaviour Panel                                                                    |
| 1:1 with HoY meeting                         | Attendance Stage 2/3                          | Alternative Provision                                                                      |
| Attendance Stage 1                           | Behaviour Support Plan (extension)            | Attendance Stage 4/5                                                                       |
| Boxall Profile                               | Change in Timetable                           | Managed Move                                                                               |
| Breakfast Club                               | Letter to GP / Professionals                  | Reduced Timetable                                                                          |
| EAL Baseline Assessment                      |                                               |                                                                                            |
| Exam Support / Revision Support              | Referral to BASl                              | Cambridgeshire Local Authority support/<br>guidance                                        |
| FreshStart - Read, Write, Inc                |                                               | Speech and Language Referral (NHS)                                                         |
| Homework Club                                | SEMH 1:1 sessions                             | Parental meeting regarding Behaviour:<br>Stage 3                                           |
| Key worker assigned                          | SEND Homework Support in Detention            | SLT Report                                                                                 |
| 'Graduated Approach' support (SEND students) | Parental meeting regarding Behaviour: Stage 2 | Mental health and wellbeing referral<br>(Younited, Nessie, Embrace, Mindful Paws,<br>etc.) |

|                                                                                      |                                                                                      |                                              |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------|
| Lunch Club                                                                           | Step Out*                                                                            | 'Graduated Approach' support (SEND students) |
| Positive Peer Mentoring                                                              | Young Carers Referral                                                                |                                              |
| Positive Target Card                                                                 | 'Graduated Approach' support (SEND students)                                         |                                              |
| Reset Space (RS) Intervention                                                        | SSA/HOY 1:1 sessions                                                                 |                                              |
| Dress for Success (uniform support)                                                  | Health & Family Support Worker Involvement                                           |                                              |
| SEMH Group Work                                                                      | HOY/SSA Report                                                                       |                                              |
| Social Action Groups                                                                 | Mental health and wellbeing referral (Younited, Nessie, Embrace, Mindful Paws, etc.) |                                              |
| Sparx Maths Club                                                                     |                                                                                      |                                              |
| Telephone communication regarding behaviour: Stage 1                                 |                                                                                      |                                              |
| Early Help School Advice Session                                                     |                                                                                      |                                              |
| Early Help Assessment (EHA)                                                          |                                                                                      |                                              |
| Restorative: student and staff                                                       |                                                                                      |                                              |
| Restorative: student and student                                                     |                                                                                      |                                              |
| Personal Development Booklet (Racism, homophobia, etc.)                              |                                                                                      |                                              |
| HoY Report                                                                           |                                                                                      |                                              |
| Review of NGRT/CAT data and possible re-testing                                      |                                                                                      |                                              |
| Behaviour Support Plan                                                               |                                                                                      |                                              |
| Reset escalation - work and communication                                            |                                                                                      |                                              |
| Mental health and wellbeing referral (Younited, Nessie, Embrace, Mindful Paws, etc.) |                                                                                      |                                              |
| CASUS referral                                                                       |                                                                                      |                                              |
| Meeting with SEND team                                                               |                                                                                      |                                              |
| Meeting with DSL                                                                     |                                                                                      |                                              |
| School Support Officer (Police) intervention                                         |                                                                                      |                                              |

## 16 Behaviour Support for learners with SEND

We welcome our legal duty under the Equality Act 2010 to prevent less favourable treatment on the basis of a protected characteristic. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

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

Where a student has Special Educational Needs and/or a disability, the SENCO and the inclusion team will be involved in the setting of reasonable adjustments.

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

Senior leaders with responsibility for inclusion will also be consulted as part of the decision-making progress should a suspension of a student with SEND be considered. Senior leaders with responsibility for inclusion will also be consulted as part of the decision-making progress should a suspension of a student of concern be considered.

## **17 Behaviour Support for vulnerable learners, experience of trauma or LAC/PLAC.**

Where a student has experienced significant trauma and / or LAC / previous LAC, the academy will liaise with the Mental Health Lead, Designated Safeguarding Lead and, where applicable, the Virtual School. Strategies will be incorporated into plans to support the student to access learning and demonstrate positive behaviours. Relevant senior leaders (e.g. the Designated Teacher) will also be consulted as part of the decision-making progress should a suspension of a LAC / Prev-LAC student be considered.

Where there is a safeguarding concern around a student, senior leaders with responsibility for behaviour will consult the Designated Safeguarding Lead (DSL), so they are informed ahead setting of any reasonable adjustments which may required.

## **18 Working with Parents / Carers**

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

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

## **19 Bullying**

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

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The academy practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the academy. It is made very clear to student what is expected of them in terms of respecting their peers, members of the public, and staff. Please refer to Anti-bullying policy: [St-Ivo-Academy-Anti-bullying-Policy-2024-25-v2.pdf](#)

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

The school has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and it will not be tolerated. 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 Child Protection and Safeguarding policy.

In cases where the Principal / Designated Safeguarding Lead suspect criminal behaviour or behaviour which has may have caused harm to a child, the academy will gather information to establish the facts of the case and then make appropriate referrals to Police and / or Social Care in line with local authority procedures.

Our ongoing personal development curriculum will explore these issues and ensure that students can recognise, acknowledge, and understand the scale of sexual harassment.

## **21 Mobile Phone and Electronic Devices**

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

The 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, the following rules apply:

1. Any student's mobile phone that is seen, heard or used, will be confiscated (along with the SIM card) until the end of the day and a detention will be issued. Parents/ Carers will be contacted to come and collect the device; the device will not be returned directly to the student.
2. Sixth form students may be permitted to use their mobile phones without sanction in designated areas.
3. There may be times where a student feels they must use a mobile phone without permission for reasons of a safeguarding nature, or reasons that are highly personal. In these circumstances any sanction regarding the student's use of the mobile phone will be at the discretion of the principal.
4. If a student refuses to hand over their mobile phone it will be treated as defiance and the student will be sanctioned accordingly. Ultimately if the student continues to refuse, the student may be issued with a suspension. Upon return to school, the student will be expected to complete time in the reset classroom where they will need to hand over their mobile phone and SIM card for the duration of their stay.

## **22 Digital Devices and Online Behaviour**

All school devices, networks, and online platforms are protected and monitored to ensure the safe and responsible use of digital technology. Any activity carried out on a school device or via the school's internet can be monitored by staff to safeguard users and maintain high standards of conduct, as outlined in the Astrea Safeguarding and Child Protection Policy

The way in which students relate to one another online outside of school can have a significant impact on the environment within the academy and leave a student feeling like it is an unsafe place. Inappropriate online behaviour including bullying, the use of inappropriate language, sharing of inappropriate images and videos and sexual harassment will be addressed in-line with off-line

behaviour as outlined in the Astrea Safeguarding and Child Protection Policy and the academy's Anti-bullying policy.

In cases where the Principal / Designated Safeguarding Lead suspect criminal behaviour or behaviour which has may have caused harm to a child, the academy will gather information to establish the facts of the case and then make appropriate referrals to Police and / or Social Care in line with local authority procedures.

Our ongoing personal development curriculum will support students to keep themselves safe and behave appropriately online. The rules below outline the expectations for safe and appropriate use of computers and digital devices. This is not an exhaustive list, and any behaviour that breaches these expectations, whether in school, outside of school, or on social media, will be addressed in line with the school's behaviour policy. Students will be supported to stay safe online.

### Computer and Digital Device Rules

- **Use devices for learning only:** Stay on task and only access websites, apps, or files that your teacher has approved and that are appropriate for school use.
- **Keep your login details private:** Never share your username or password with others and change your password regularly to keep your account secure.
- **Stay logged in as yourself:** Never use someone else's account or allow others to use yours.
- **Be respectful:** Anything written, posted, or shared online must be necessary, relevant, positive, and respectful. Use kind and appropriate language in all emails, messages, and documents.
- **Never access inappropriate content:** Do not attempt to access, view, or share any inappropriate material, including AI-generated content. All websites, apps, and files must be age-appropriate.
- **Never take risks online:** Do not engage in or support any inappropriate online behaviour, including the use of inappropriate language or the sharing of inappropriate images or videos. Never promote hate, harassment, discrimination, impersonation, bullying, unsafe activity, or illegal actions.
- **Do not bypass security:** Never attempt to bypass school security systems or access hacking tools, restricted files, or areas of the network.
- **Do not change settings:** Leave system settings, backgrounds, or configurations as they are.
- **Look after equipment:** Handle all devices with care. No food or drink should be near computers or keyboards.
- **Report issues immediately:** Inform a teacher straight away if something breaks, stops working, or doesn't seem right.
- **No photos, videos, or recordings:** Do not take photos, videos, or recordings of teachers or students, including during remote learning, unless you have been given permission by a teacher.
- **Save work regularly:** Use the correct folders or cloud storage as directed to prevent loss of work.
- **Shut down properly:** Log off or shut down your device as instructed when you are finished.
- **Speak up if you're worried:** If you see or experience something online that worries you or makes you feel uncomfortable, inform a trusted adult, teacher, or member of staff straight away.
- **Be an ambassador:** Always act in a way that protects your own reputation and that of the school, staff, students, and wider community—both online and offline.

## 23 Use of reasonable force & restrictive interventions

All members of school staff have a legal power under the Education and Inspections Act 2006, to use reasonable force in certain circumstances, for example to keep individuals and the wider school community safe. Reasonable force and restrictive interventions are conducted in line with the DfE's latest guidance.

Circumstances can include to prevent a student:

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the student themselves)
- prejudicing the maintenance of good order and discipline at the school or among any student receiving education at the school, whether during a teaching session or otherwise.

Our aim is always to prevent and minimise the need for reasonable force or restrictive interventions. We take a proactive and preventative approach through the following:

- A relentless focus on routines, systems, and a strong school culture.
- High-quality teaching and effective classroom management.
- Clear boundaries rooted in respect and high expectations.
- An explicitly taught Culture Curriculum.
- Staff training in least-invasive intervention strategies and de-escalation techniques.
- A robust system of praise, rewards, and positive reinforcement.
- An incremental, consistent sanctions process.
- Behaviour support via leadership walks and a highly visible leadership presence.
- Structured Triage and Reset Base provision.
- Bespoke pastoral support, including Behaviour Support Plans (BSPs), BASI plans, and other targeted interventions.
- Tailored approaches for individual students where needed.

Staff will take a proactive approach, seeking prevention and de-escalation as a means of minimising the need to use reasonable force and other restrictive interventions. Under no circumstances will physical force be used for the purpose of punishment.

Certain staff members receive specialist training in de-escalation and the appropriate use of reasonable force and restrictive interventions. In any incident, staff will use their professional judgment and consider:

- Whether the intervention is necessary;
- Whether the level of force is proportionate;
- The wellbeing and individual circumstances of the student involved.

The decision on whether it is reasonable to use force and/or other restrictive interventions depends on the individual circumstances of each situation and members of staff will use their professional judgement. These decisions will take account of all relevant factors, recognising the complexity of individual cases.

### **Recording and Reporting Incidents:**

Any significant incident in which a member of staff uses reasonable force on a student must be recorded on CPOMS. Incidents must be recorded by the staff member(s) involved as soon as practicable after the event.

A significant incident refers to any incident where the use of reasonable force goes beyond appropriate physical contact between students and staff (as defined in the DfE guidance). This includes when physical force is used to implement a restrictive intervention.

Schools should record the following information as a minimum:

- names of student and staff directly involved
- any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Following each significant incident involving the use of reasonable force and/or other restrictive intervention, schools should evaluate the incident to understand why reasonable force and/or other restrictive interventions were used, the impact on students and staff (including collecting staff and student voice), any patterns and trends, and how the use of reasonable force and other restrictive interventions might be avoided in future. Schools will consider the implementation of a risk assessment to ensure appropriate support and mitigation measures are in place to support students.

Where a child has a social worker, the social worker will be informed following any significant incident. Any risk assessments or behaviour support plans will be regularly discussed as part of safeguarding meetings with external partners.

### **Parental Notification**

Parents/carers must be notified of the use of as soon as practicable after the significant incident occurs, except when doing so would be likely to result in significant harm to the student. This includes all forms of abuse and neglect. In this instance, the school must report the incident to the local authority.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

Leaders will use their professional judgment to determine the most appropriate form of communication (e.g., phone call, email, meeting). Best practice includes offering a follow-up discussion to reflect on the incident, agree on support moving forward, and how this might be prevented or mitigated in future.

### **Searches:**

Principals and staff, they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. The decision to use reasonable force should be

made on a case-by-case basis. Staff should refer to the DfE Searching, Screening and Confiscation in Schools guidance document.

### **Consideration for students with special educational needs and/or disabilities (SEND):**

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. This can lead to students with SEND being disproportionately subject to the use of reasonable force and other restrictive interventions.

Where identified, the school will develop proactive strategies to reduce the likelihood of reasonable force and/or other restrictive interventions being used. The school should work with the student, parents and other professionals to develop prevention and de-escalation strategies. Where relevant, behaviour support plans or risk assessments will be completed, to mitigate risks such as through training and prevention strategies.

These should detail circumstances where it may be appropriate for staff to have increased physical contact with a student. This should be discussed in conjunction with the relevant persons, such as teachers, parents, the student, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

### **Complaints:**

Any complaints regarding the use of reasonable force and other restrictive interventions should be raised in accordance with the school's complaints procedure.

Allegations regarding inappropriate use of force and/or other restrictive interventions against a member of staff will be dealt in line with safeguarding practices outlined in our Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

## **24 Powers of search and confiscation**

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

The Principal and the staff authorised by them, have a statutory power to search students or their possessions, without consent, where they have a reasonable ground for suspecting that the student may have a prohibited item. For a list of the Prohibited items see appendix 7.

## **25 Malicious Allegations**

All allegations regarding members of staff will be managed in line with Keeping Children Safe in Education. Students that post fact find 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 the Child Protection and Safeguarding Policy.

## **26 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 student's behaviour.

As an active partner with Teach First and the Cambridgeshire and Peterborough Teaching School Hub, 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.

## **27 Use of CCTV**

CCTV is in operation in School for purposes of safeguarding, health and safety and behaviour management. 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 Data Protection Policy.

## **28 Monitoring and Review**

The effectiveness of the policy will be monitored through data analysis, exclusion attendance data, behaviour logs and records of incidents. The effectiveness of the policy will be monitored through data analysis, exclusion attendance data, behaviour logs and records of incidents. The policy will be discussed with trade union colleagues as and when significant changes are made.

This policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Anti-bullying policy

## Appendix 1 – The Rules

### Around and Beyond the Academy Rules

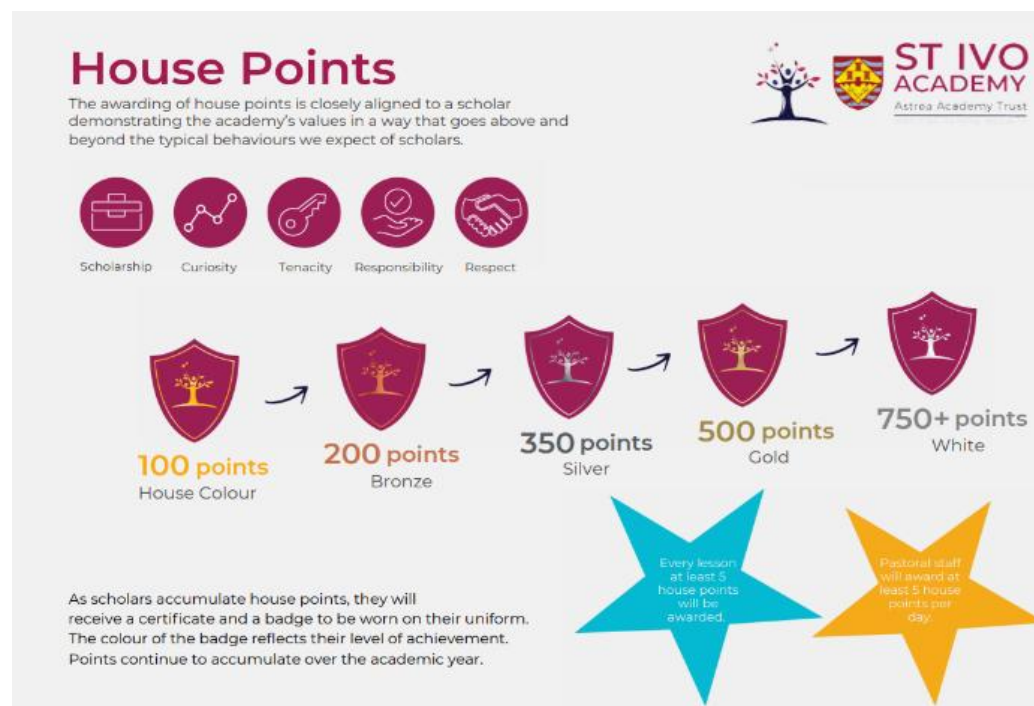
Our rules for the classroom and around the academy are underpinned by the values that drive our organisation and which all members of our community seek to aspire to every day.

- 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.



Scholarship      Curiosity      Tenacity      Responsibility      Respect

## Appendix 2 – Rewards Visuals



## Appendix 3: House Points – Tariff

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

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

## Appendix 4 – Home-school agreement

### St Ivo Academy Home-school agreement 2025/26

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

**Vision:** We want all students to be able to learn, thrive and lead successful lives.

**Values:** Scholarship, Curiosity, Tenacity, Responsibility, Respect

**Ethos:** Work hard, be kind

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

- provide a supportive, inspiring, secure and safe learning environment so that students can fulfil their potential academically and personally
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and accessible to all students, optimising progress;
- promote a positive approach to learning and celebrate all forms of achievement
- review class work and homework and give regular feedback in class and through Progress Review data;
- provide opportunities for parents/ carers to meet teachers, when progress will be discussed
- encourage high standards of behaviour, a sense of personal responsibility and resilience
- let parents/ carers know about any concerns or problems that may affect student learning, behaviour or well-being and offer support when required
- keep parents/ carers informed about Academy activities through letters, newsletters, the website and email
- provide a range of extra-curricular and enrichment opportunities.

#### **The Academy expects students to:**

- model the school values and observe the Academy ethos
- uphold the highest standards of behaviour
- take responsibility and complete any sanctions required
- strive to achieve 97%+ attendance and arrive on time to all tutor session and lessons every day
- complete classwork and homework/ coursework on time and to the best of their ability
- bring all the equipment, books and kit needed each day
- wear uniform correctly and take a pride in their appearance
- treat all staff and fellow students with kindness and respect
- switch mobiles phones and electronic devices off during the school day; any phones seen or heard during the school day will be confiscated
- follow instructions first time, every time
- keep the Academy and the surrounding environment free from litter and graffiti

- be a good representative of the Academy in and out of uniform, including with any online activity
- contribute to a safe community by refraining from bringing prohibited items into the Academy and reporting instances of bullying or hate
- embrace extra-curricular and enrichment opportunities, contributing positively to their House, the Academy and the wider community.

**The Academy asks parents/ carers to:**

- support your child's education as we believe that your involvement is vital for success
- give your full support to the Academy, including supporting all policies and procedures
- support the Academy's behaviour policy and procedures and ensure your child always attends and completes sanctions required by the school
- work in partnership with staff at the Academy in supporting the teaching and learning of students
- support our ethos of mutual respect in all communications with the Academy
- attend meetings with the Academy about my child's education
- ensure that your child completes his or her homework under suitable conditions
- support your child to attend every day and work with the Academy to ensure your child has excellent attendance and punctuality
- ensure that your child has all necessary equipment and full Academy uniform
- inform the Academy of any changes in domestic circumstances.

It is important this home-school agreement represents a genuine dialogue and understanding of everyone's position and expectations. We hope nothing contained within this document is contentious; however, should you wish to raise any points, or seek clarification, we have provided a comment box below to record these views.

By signing this agreement, you are acknowledging that you have read the information contained in the agreement, you have heard any comments others have raised, and you are willing to work in partnership to enable the below named student to learn, thrive and succeed.

|                          |                                                |                                                  |
|--------------------------|------------------------------------------------|--------------------------------------------------|
| <i>Student name:</i>     | <i>Parent / carer name<br/>(relationship):</i> | <i>Staff name (position):</i>                    |
| <i>Student comments:</i> | <i>Parent/ Carer comments:</i>                 | <i>Staff comments (on behalf of the school):</i> |

|                           |                                  |                         |
|---------------------------|----------------------------------|-------------------------|
|                           |                                  |                         |
| <i>Student signature:</i> | <i>Parent / Carer signature:</i> | <i>Staff signature:</i> |
| <i>Date:</i>              | <i>Date:</i>                     | <i>Date:</i>            |

## Appendix 5 – Astrea Sanction Stages for negative behaviour



## Appendix 6 – Sanctions Classifications Chart

| Examples of disruptive behaviours that may result in this sanction           |                                                                  | Examples of behaviours that may 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 student                                                       |
| Failure to follow an instruction first time                                  | Chewing gum                                                      | Threatening behaviour                                                                                           |
| Lacking equipment/ student handbook                                          | Not completing homework                                          | Refusal to hand over a mobile phone/electronic device                                                           |
| Rudeness towards another student                                             | Inappropriate language                                           | Swearing                                                                                                        |
| Not following the seating plan                                               | Repeatedly lacking equipment/ student handbook                   | Bringing in a prohibited item or substance                                                                      |
| Failure to start a task                                                      | Repeated verbal warnings                                         | Under the influence of drugs/alcohol                                                                            |
| Uniform issue                                                                | No PE kit                                                        | Bullying                                                                                                        |
| Unsafe behaviour (e.g. swinging on their chair)                              | Misappropriating personal or academy property                    | Using discriminatory language                                                                                   |
|                                                                              | Unsafe conduct e.g. climbing fences, walls or accessing the roof | Smoking / Vaping                                                                                                |
|                                                                              | Defacing and or damaging property                                | Refusal to attend a detention                                                                                   |
|                                                                              | Littering or soiling the academy                                 | Physical assault towards a member of staff or another student                                                   |
|                                                                              | Throwing or splashing water                                      | Failure to comply with a search                                                                                 |
|                                                                              | Uniform infringement                                             | Theft                                                                                                           |
|                                                                              | Electronic device infringement                                   | Truancy                                                                                                         |
|                                                                              | Truancy                                                          | Stealing personal or academy property                                                                           |

## Appendix 7: Prohibited Items

Prohibited items include:

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