**Aims of the policy**

- to make clear the positive culture of respect and restorative conversations expected in the academy
- to set the framework for rewarding positive and responsible behaviour
- to make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards

**Objectives of the policy**

- to ensure the academy is a safe and supportive environment for all
- to ensure that all members of the academy community are shown respect and show respect for others
- to encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- to ensure that where behaviour falls short of accepted standards, procedures are followed and any sanctions are applied fairly and consistently.

The SUA behaviour policy is a localised policy and should be read in conjunction with the SUAT behaviour policy here

The SUA behaviour policy is based around our RESPECT code:

- ❖ Respectful to others at all times
- ❖ Every time, first time of asking
- ❖ Support one other
- ❖ Phones only to be used when permitted
- ❖ Effort, 100% at all times
- ❖ Conduct around the academy must be exemplary
- ❖ Team SUA

**Rewards**

Rewards may informally be offered to students (such as giving praise for appropriate behaviour in and outside the classroom) and through formal reward for further agreed aspects of academy life. Student voice and agreement about formal rewards which are meaningful and motivational will be captured each year to be incorporated into year and events planning.

Any disruption to learning is dealt with in the following way:

1. Verbal warning will be offered.

2. Formal warning given and recorded on Class Charts.

3. If disruption persists, student will be asked to step outside the room for a brief period of time. Staff will engage student, at an appropriate moment, in a restorative conversation which aims to resolve any issue and for student to return to lesson. A 10-15 minute detention is issued on Class Charts.

4. Any member of staff can assist with a restorative conversation. The aim is always for any student to return to lesson and their learning.

5. Where the incident is serious or persistent, support can be called for. An incident report should be written up and sent to the relevant form tutor/HoY and PC using the email group system.

6. Form tutor will discuss incidents with students. Reconciliation with students will be sought with students within one day. This should be led by the subject teacher and / or form tutor/HOD.

Where disruption to teaching and learning has occurred, a range of sanctions may be utilised:

- completion of work at home or extra work (in the academy or at home);
- carrying out useful tasks to help the academy;
- detention outside of academy hours;
- planned time in the internal exclusion room;
- withdrawal of break or lunchtime privileges;
- withholding participation in educational visits or sports events which are not essential to the curriculum;
- planned time in the inclusion room of another local secondary school;
- fixed term and permanent exclusion.

Exclusions are always a final sanction in the most serious and persistent of circumstances. The academy adheres to all Department for Education documentation here

Keeping Children Safe in Education 2018 here identifies that safeguarding issues can arise from peer to peer abuse. This likely includes but is not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

Any staff with concerns about behaviour which may constitute peer to peer abuse should speak to a member of the Keep Safe team and make a safeguarding referral through the Class Charts referral system.

Appropriate reasonable adjustments will be made in circumstances where students have an identified, defined and diagnosed SEND additional need. These will include:

- Ensuring that staff are aware and have received strategies/training in the area of additional need;
- Ensuring that staff are aware of any children with such SEND additional needs;
- Ensuring that academy resources are committed to assist in making reasonable adjustments;

- Making reasonable adjustments to academy organisation or of the timetable of particular children.

A range of support is available for any student. A referral may be made for pastoral coordinator intervention / mentoring or a referral to Chase View Support Centre.

Parental/carer involvement is central to reinforcing both praise and supporting restorative and reconciliation processes. Form tutors will be the first point of contact for parent/carer to discuss rewards, concerns and any identified patterns of behaviour.