

| Staffordshire University Academy | | Academy Policy Document | | | |
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SUA's Behaviour Policy 2024 – 2025

Aims of the policy

- To make clear the positive culture of respect, underpinned by a clear and fair system
- 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 our expected 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
- To be evidence-informed, basing our behaviour policy around the principles of establish, maintain and restore

The SUA behaviour policy is a localised policy and should be read in conjunction with the SUAT behaviour policy [here](#)

Our expectation is that our students will make the correct choices by consistently following our RESPECT code as a positive member of Team SUA. The SUA behaviour policy is therefore based around our RESPECT code:

- Respectful to others at all times
- Every time, first time of asking
- Support one other
- Punctuality is key
- Effort, 100% at all times
- Conduct around the academy must be exemplary
- Team SUA



Please note that in addition to the above, that mobile phones/earphones and mobile devices are not to be seen or used in and around the academy, during each academy day. These should be stored in students' lockers or placed in the bottom of their academy bags and be switched off. They should not be seen in blazer pockets and they will be confiscated if they are seen out during the academy day during lessons and social times. Students are able to collect their mobile phone from reception at the end of the academy day however, if the mobile phone is confiscated for a second time, parents would be contacted and expected to collect the phone from reception. Failure to hand over the mobile phone, when reasonably requested, would see an escalation in the sanction that could be imposed.

Rewards

Rewards form an important part of our behaviour system, as we look to recognise students who demonstrate exemplary behaviour on a consistent basis. The rewards may informally be offered to students (such as giving praise for appropriate behaviour in and outside the classroom) and through our rewards system. Students will receive reward points on Class Charts which can then be spent in the Class Charts shop and also contribute to our reward milestones. Within the Class Charts reward shop are a number of items specifically selected by our students through

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student voice and the Academy Council. Regular student voice about rewards, which are meaningful and motivational, are captured each year to be incorporated into events planning.

Further to the above, students can also earn Learning Champions praise postcards for their efforts during lessons and also have the opportunity to receive an on the spot reward – an ‘SUA Star’, entitling them to an instant prize, selected through student voice.

Parents/Carers involvement

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/carers to discuss rewards, concerns and any identified patterns of behaviour. Following a breach of the behaviour policy, parents will be asked to attend a face to face meeting to discuss their child’s behaviour.

We ask all parents/carers to uphold the ethos, rules and values of the academy. We also ask for parents/ carers to support the academy in seeking high standards of academic attainment, behaviour, attendance, uniform and homework for their child. We welcome parents/ carers to share their concerns about their child’s education, welfare and behaviour using the academy email: info@suacademy.co.uk or contact with the form tutor.

Responding to student behaviour that is below the expected standard

Responses to unwelcome behaviour will always be made with the aim of helping students to make better decisions and choices in the same or similar contexts in the future. For most students, a gentle reminder is all that is needed. However, for some students, more supportive measures and interventions will be required.

When a student’s behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff should deal with poor behaviour without delegating either the task or the accountability. The person best placed to manage the behaviour of a student is the class teacher or the member of staff who was there at the time. Staff are committed to our no shouting policy and will therefore deal with issues calmly and respectfully.

Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so students know with certainty that misbehaviour will always be addressed. *Reasonable adjustments will be made if and when appropriate on a case by case basis.*

When managing behaviour, staff should also consider the possible impacts of trauma and closely consider emotional wellbeing which may be a factor in a student falling below the expected standards of behaviour.

Disruptions to learning

Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other students can be badly affected. Staff will always consider whether low level disruptions are because of a safeguarding concern, an identified or unidentified SEND or mental health need.

To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. The following list is not exhaustive and staff may use responses tailored to the individual needs of a student:

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- Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget toy
- Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted
- Using first names, check the student's understanding of what it is they need to do
- Use clear, consistent language to explain the task and expected behaviours
- Use positive language, signals and praise for doing the right thing
- Stand closer to the student (being aware of their personal space) to signal their behaviour is being monitored
- Verbalise self-regulation techniques and offer support e.g. 'I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together'
- Remind the student of expected behaviours again and consequences for further disruption
- Use assertive instructions, fogging and assumed close sentences and language to de-escalate

Low level disruptions can also occur outside of the classrooms, while moving around the academy and during break and lunch times. Students are also expected to demonstrate the appropriate behaviours whilst using the toilets and only occupy a cubicle one student at a time. Staff, including site supervisors, lunch time supervisors and non-teaching staff, will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined.

Behaviour outside of the academy

The academy can sanction children for misbehaviour outside of the academy premises to such an extent as is reasonable. Disciplining beyond the academy premises covers the academy's response to all non-criminal bad behaviour and bullying which occurs anywhere off the academy premises and which is witnessed by a member of staff or reported to the academy.

Conduct outside the academy premises, including online content, that might result in a sanction includes misbehaviour:

- when taking part in any academy-organised or academy-related activity
- when travelling to or from the academy
- when wearing academy uniform
- when in some other way identifiable as a child at the academy
- that could have repercussions for the orderly and safe running of the academy
- that poses a threat to another child
- that could adversely affect the reputation of the academy

Academy sanctions will be enforced for misbehaviour beyond academy's premises. In all of these circumstances the Principal will consider whether it is appropriate to notify the police of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, academy staff will consider whether the misbehaviour may be linked to the student suffering, or being likely to suffer, significant harm. In this case the academy staff will follow its safeguarding policy. Inappropriate use and content on social media, outside of the academy, should be reported to the police by the person who has witnessed the content first hand. For example, if a parent views inappropriate content on their child's electronic device, they could inform the academy but they are advised to report this to the police as the academy does not have the powers to investigate these sorts of incidents.

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Bullying or Child on Child Abuse

Bullying or child on child abuse is not tolerated at our academy. Any disclosure or report of this would be fully investigated and the appropriate sanctions would be put into place. Parents would be contacted on a case by case basis.

Please refer to the SUAT [Child on Child Abuse Policy 2023](#) for full information regarding our procedures for such instances.

Searching, screening and confiscation

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

The Principal and the authorised staff have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a banned item.

These banned items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the student)
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks
- pornographic images
- weapons

As long as it is reasonable in the circumstances, academy staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item.

Sanctions

Where misbehaviour continues or there is a serious breach of the academy's behaviour expectations, the academy may use a sanction. When taking this disciplinary action, the academy will consider the following:

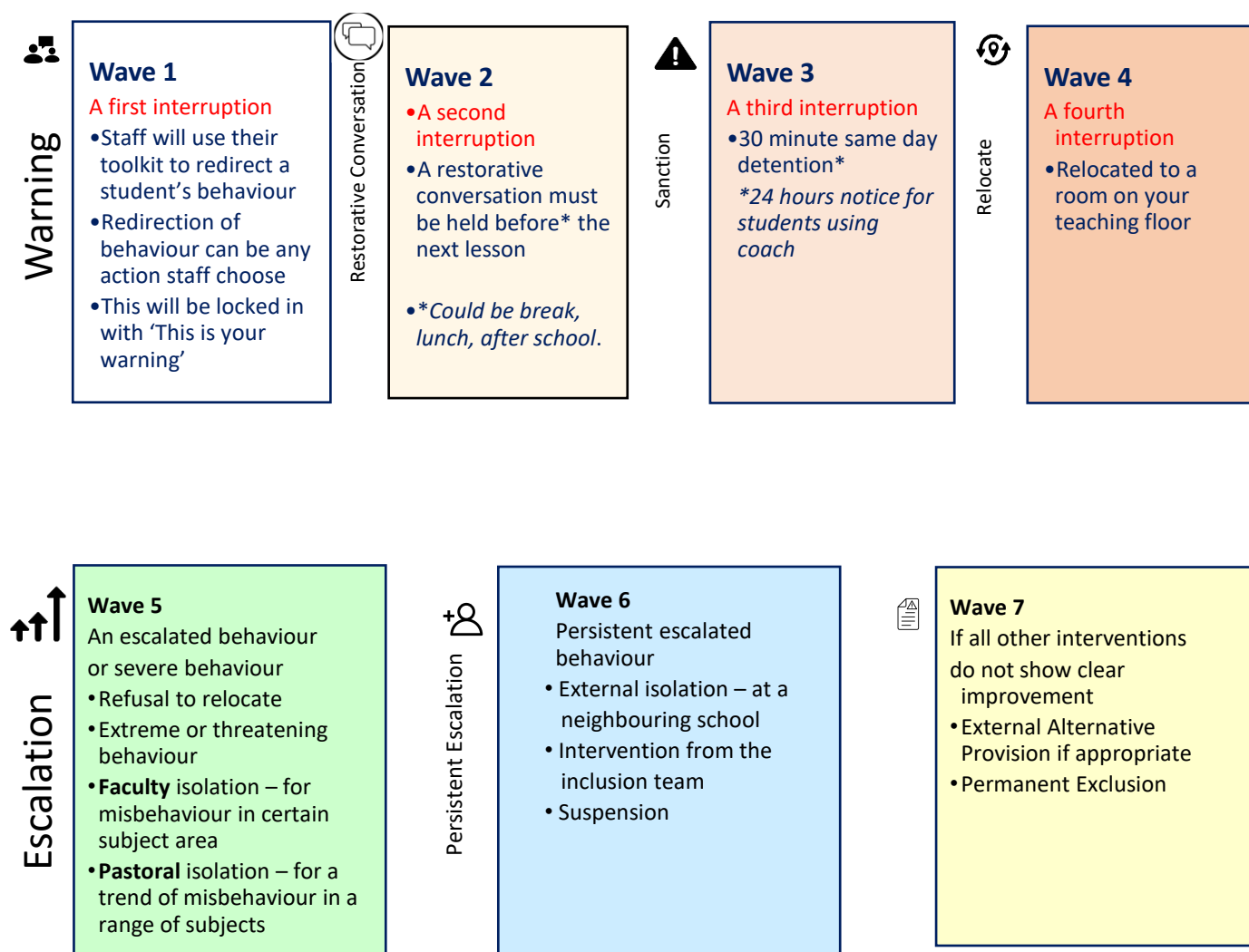
- That any contributory factors have been identified and considered e.g. if a student has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home

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- Whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. If this is the case, staff will follow the SUAT Safeguarding policy and speak to the DSL or deputy at the earliest opportunity

Staff will try de-escalation techniques to avoid the use of sanctions wherever possible. However, staff can sanction students whose behaviour falls below the standard which could reasonably be expected of them. There is a clear behaviour escalation process that staff follow to issue sanctions; this can happen at any time within the academy, including on academy visits.

Any disruption to learning is dealt with by following the behaviour wave system:



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Following any sanction, the academy will support the student to reflect on and understand their behaviour. This could be a short 'check-in' conversation or a longer more restorative meeting, depending on the individual circumstances. At the same time, staff will work together to understand a student's context as this will inform effective responses to more complex behaviours.

Detentions

All staff at SUA are able to **issue** a detention. All 30 minute detentions will be held on the same day they are issued without the need to contact parents in advance ([Behaviour in Academics Guidance 2022, DFE Sept 2022](#)).

In the case of a 60-minute detention, parents will receive communication to inform them of the date of the detention; this will typically be the next day. Parents will know instantly through the Class Charts app if their child has received a detention. If a student uses one of the coach services, for any detentions issued, parents will have 24 hours to find alternative collection arrangements from SUA, after a detention has been set.

Behaviour support strategies

When a student persistently demonstrates poor behaviours, a range of different strategies can be utilised. A student could be placed on report, in the form of a curriculum, pastoral or positive report. A curriculum report focuses upon a student's behaviours in a specific curriculum area and would be reviewed by Heads of Faculty. A pastoral report focuses upon a student's behaviours across the academy and would be monitored by a member of the pastoral team. A positive report focuses upon specific targets for a student to promote positive behaviours and would be monitored by the form tutor or a member of the pastoral team.

Behaviour contracts can be used to support a student and these are an agreement between the staff, a student and parents/carers. These contracts focus upon the causes of the behaviours and strategies that a student can use to moderate their behaviour. The inclusion and pastoral team can also utilise behaviour support plans to offer students a framework to promote positive behaviours within the academy.

Use of isolation

Curriculum isolation

If a student demonstrates repeated poor behaviours in a specific subject or faculty, a curriculum isolation can be implemented. A curriculum isolation will involve a student being isolated in another lesson during their timetabled subject lesson. They will complete the same work as they would have completed in their timetabled lesson but away from their peers. The length of a curriculum isolation will be at the discretion of the Head of Faculty. Students will still have their social time. Parents and carers will be informed of the reasons why their child will be placed in curriculum isolation.

Form tutor isolation

On occasion, if a student fails to meet our high standards of behaviour, they be placed in form tutor isolation. This means that they will spend a pre-agreed period of time, usually one day, with their form tutor. This form of isolation means that students are kept out of circulation therefore providing them with time to reflect on their actions and discuss with their form tutor. This form of isolation is usually, although not limited to, behaviours regarding social behaviours and/ or persistent uniform infractions. This will also result in their loss of social time however students will receive regular supervised breaks, including movement breaks, food/drink breaks and opportunities to visit the toilet. Staff will be made aware of any medical needs and ensure any health care plans are fully implemented.

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Isolation Room

The isolation room is facilitated by the Pastoral team in a designated space and it is intended to provide a safe, quiet space for students to reflect on their behaviour; they will remain in isolation for no longer than is necessary. All students in isolation will receive regular breaks, including movement breaks, food/drink breaks and opportunities to visit the toilet. Staff will be made aware of any medical needs and ensure any health care plans are fully implemented. The isolation room also provides an appropriate space for restorative conversations to take place with pastoral leaders and teaching staff.

External isolation

External isolation can occur at any step of the behaviour waves process should the SLT or Pastoral Team feel that the behaviour demonstrated is serious, repeated or brings the academy name into disrepute.

- In consultation within the Pastoral Team, the SENCo and a member of the senior leadership team.
- External isolation will be served at another Educational Provider such as a local partner academy.
- Parents will be informed about an external isolation via a phone call home. If travel to the alternative setting is problematic for the student, transport will be discussed during this call and supportive measures put in place.

Students are expected to be in the correct academy uniform when they are completing **any** isolation. This will apply regardless of any activities that are taking place in the academy at the time of the isolation (for example, charity events/non-uniform days). Students also have to wear the correct uniform when they are completing an external isolation as they are representing the academy.

Suspensions

Suspensions are always a final sanction issued in the most serious and persistent of circumstances. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all students and staff.

The academy can use a suspension in response to any serious incidents or in response to persistent poor behaviour which has not improved following extensive support and intervention. Alternatively, if a student refuses to comply to a request the pastoral team could choose to contact parents to request support in an additional attempt to avoid a suspension. A student will also be suspended for failing a managed move at another school/academy, as a result of bringing the academy into disrepute. A formal letter outlining the conditions of the suspension will be sent home. This will include the reasons for the suspension, dates and times of the reintegration meeting and any additional conditions of the suspension. This is not an exhaustive list of reasons why a suspension could be used however, where any student has directly sworn at a member of staff, not upheld the protected characteristics or harmed any member of Team SUA in anyway, these incidents would likely, on balance of probabilities, lead to a suspension being issued.

Following a suspension, the academy will hold a reintegration meeting where strategies for a successful return to learning will be discussed and any additional appropriate support will be offered.

The aim of the reintegration meeting is for the student to:

- Feel well-supported to be able to succeed
- Understand the impact of their behaviour on themselves and others
- Understand the high expectations of behaviour in line with the academy's culture
- Foster a renewed sense of belonging within the academy community

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- Build engagement with learning
- Access/ request SEND support, as appropriate

The academy will always communicate the importance of both the student and their parents attending the meeting. However, where parents cannot attend, the academy will deliver the reintegration meeting with the child and inform parents of the outcome via letter or telephone call. It might be appropriate for the student to spend some planned time with the pastoral team, following a suspension, to support their return to the academy.

The academy adheres to all Department for Education documentation [here](#)

Permanent Exclusion

The Principal may decide that a permanent exclusion is necessary. In reaching the decision, the Principal will also consider the previous disciplinary record of a student and will offer opportunity to listen to the student and family's point of view as part of a permanent exclusion hearing held by a panel of Local Academy Council members. Reasons for taking such a step may include:

- All other steps to encourage the student to obey the academy rules have failed
- Allowing the student to remain in the academy would be seriously detrimental to the education or welfare of others in the academy
- The student displays persistent and defiant behaviour
- Behaviour outside of academy that may bring the academy reputation into disrepute
- Serious actual or threatened violence against a student or member of staff
- Serious racist or homophobic bullying
- Sexual misconduct
- Supply of an illegal drug, being under the influence whilst at academy or on a visit, or the severe examples of misuse of an illegal drug
- Carrying (or involvement) an offensive weapon

Any decision of the Principal regarding permanent exclusions, must be made in line with the principles of administrative law and adhere to [DfE guidance](#).

NB: Any criminal offence will be reported to the police.

Notes

This is not an exhaustive list of misbehaviours that the academy can sanction for. Misbehaviours will be dealt with on a case by case basis.