

Staffordshire University Academy		Academy Policy Document			
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SUA's Behaviour Policy 2025 – 2027

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



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 ClassCharts which can then be spent in the ClassCharts shop and also contribute to our reward milestones. Within the ClassCharts reward shop are a number of items specifically selected by our students through 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 also have the opportunity to receive an 'on the spot' reward – an 'SUA Star', entitling them to an instant prize, selected through student voice.

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Mobile Phone – addition from June 2026

Excessive mobile phone use in children is strongly linked to negative mental health outcomes, including increased risks of anxiety, depression and lower self-esteem, particularly when usage begins before age 13. Key impacts include sleep disturbances, cyberbullying, reduced physical activity and social comparison. Additionally, the presence of mobile phones can be a significant distraction, impacting students' ability to concentrate and engage fully in their learning. Government guidance has been issued to all schools and academies prohibiting the use of mobile phones.

The latest government guidance states:

'All schools should be mobile phone-free environments by default; anything other than this should be by exception only. All schools must have a behaviour policy which is aligned with the school's legal duties and standards relating to the welfare of children. This is essential in establishing and maintaining high standards of behaviour ensuring that the school is a calm and safe environment for all pupils and staff. As part of this policy, schools should develop a mobile phone policy that **prohibits the use of mobile phones and other smart technology** with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.' *Gov.uk, 19th February 2026. Read the full guidance here: [Mobile phones in schools - GOV.UK](#)*

Our academy is a phone free environment where all students, Years 7 to 11*, are required to store their mobile phones and digital devices, such as AirPods and iWatches, securely into their 'Hush' pouch. This will take place upon arrival at the academy and the pouch will remain locked until they have left the site at the end of the academic day. As per our routine practice prior to Key Stage 4 exams, students who fail to bring their Hush pouches will be 'wanded' to ensure no mobile devices are in bags or on their person. **Year 11 from September 2026*

The Hush pouch is now considered part of our basic academy uniform and should be brought to the academy each day in your child's school bag – and not to be stored in their blazer pockets. **All** students should have a school bag which can be stored, and accessed, from in their lockers daily.

Hush pouches offer a practical solution whilst allowing students to keep their mobile phones in their school bags or lockers without the temptation and/or ability to use them. The phones will be placed into the pouches; checked by staff on duty each morning from 8am. The pouches can only be unlocked at the end of the academy day, or under supervision if a student were to have an approved appointment to leave early. The pouches are signal blocking, it is advised phones are put into aeroplane mode or switched off to preserve the phones battery for access at the end of the academy day.

Other important notes

- If your child forgets to bring their pouch to the academy they will have to hand their phone over to a member of staff on duty and the phone will be stored in the safe until the end of the day and logged in ClassCharts for monitoring purposes.
- Students who need access to their phones for medical reasons will not be affected as they will have their own pouches they can access when they need to. This will be arranged on an individual basis in conjunction with your child's Head of Year.
- If you need to contact your child urgently, you can do so via the student inclusion support team. If you have any questions, please feel free to contact the academy via info@suacademy.co.uk or by calling reception 01543 224 700.

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Sanctions: failure to follow the mobile phone section of this policy will result in a student’s mobile device being confiscated and held within the academy until the end of the day. Students who repeatedly fail to meet the expectations will result in parents/carers having to collect devices from the academy with an escalated sanction applied. Pouch ‘spot-checks’ may take place at any point throughout the academy day.

SUA6: SUA6 students will not be issued with a mobile phone pouch, unlike students in Key Stage 3 and Key Stage 4. Within SUA6, students are permitted to use mobile phones in their designated study centres where appropriate to support independent study and learning. However, mobile phone and other linked smart technology use are not permitted in corridors or any other areas outside of these study centres. SUA6 students who fail to meet this expectation will have their mobile device confiscated and handed into reception to be collected at the end of the academy day.

Where individual students are found to repeatedly breach this expectation, the academy reserves the right to review their privileges, which may include the introduction of a mobile phone pouch to restrict access to their device during the academy day.

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 parents/carers to discuss rewards, concerns and any identified patterns of behaviour. Following a breach of the behaviour policy, parents/carers 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 the highest standards of academic attainment, behaviour, attendance, uniform and independent learning 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 by making contact with the form tutor once routine contact has been established via the tutors work email.

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 will 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 ‘no shouting’ 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.

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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:

- 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, closed sentences and language to deescalate

Low level disruption 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 and non-teaching staff, will apply the same approaches and intervene quickly and calmly using the deescalation techniques outlined.

Restrictive Interventions – addition from April 2026

SUA are committed to following the DfE guidance for restrictive interventions published in April 2026. We always prioritise prevention, early intervention and deescalation to minimise the need for restrictive interventions. Where necessary, reasonable force may be used lawfully to prevent harm, damage or serious disruption, but will always be proportionate, necessary and for the shortest time possible. Restrictive interventions, including seclusion, will never be used as punishment and will only be applied to manage immediate safety risks. All incidents will be recorded promptly and shared with parents. Particular care will be taken to support vulnerable students, including those with SEND.

Following any incident, staff will review practice, support those involved and work to restore positive relationships. For further information regarding restrictive interventions please see the DfE guidance [DfE Restrictive interventions in schools](#)

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:

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- 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 being 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.

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 2024](#) 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 of any description
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used
- Those that could 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

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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.

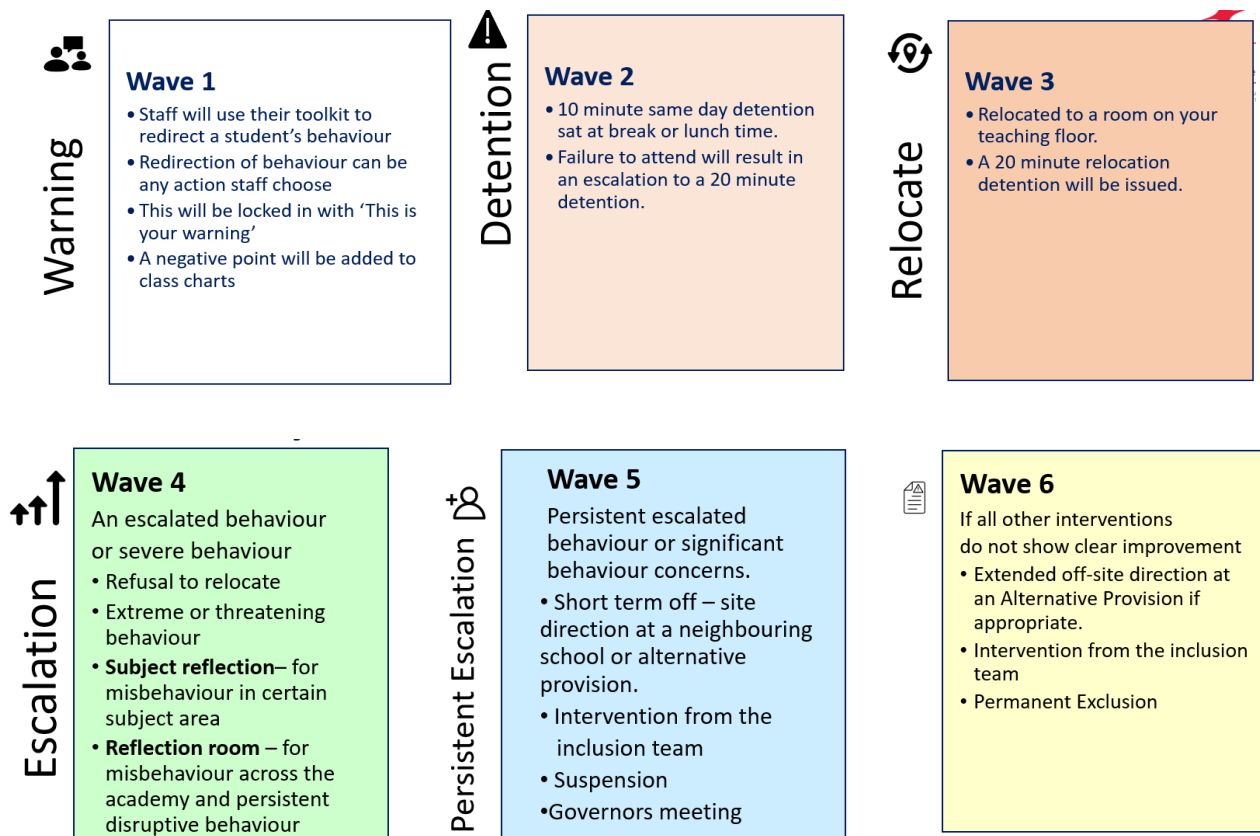
Sanctions

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
- 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 deescalation 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 or whilst after academy hours if still in academy uniform and identifiable as an SUA student. This is in line with DfE guidance see [here](#) for more information.

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



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In cases where a student's behaviour is deemed sufficiently serious, the academy reserves the right to bypass steps in the wave system and proceed directly to the most appropriate consequence. This ensures that the academy can respond swiftly and proportionately to incidents that require immediate or significant action.

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 10 or 20 minute detentions will be held on the same day they are issued where possible, without the need to contact parents in advance. [Behaviour in Academys Guidance 2022, DFE Sept 2022](#).

Parents will know instantly through the ClassCharts app if their child has received a detention.

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 reflection time.

Subject reflection

If a student demonstrates repeated poor behaviours in a specific subject or faculty, a subject reflection can be implemented. A subject reflection will involve a student being placed into 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 reflection 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 reflection.

Form tutor reflection

On occasion, if a student fails to meet our high standards of behaviour, they be placed in form tutor reflection. This means that they will spend a pre-agreed period of time, with their form tutor. This form of reflection 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 reflection 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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Reflection Room

The reflection 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 the reflection room for no longer than is necessary. All students in reflection 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 reflection room also provides an appropriate space for restorative conversations to take place with pastoral leaders and teaching staff.

Off-site direction

Off-site direction 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 into disrepute.

- In consultation within the pastoral team, the SENCo and a member of the senior leadership team
- Off-site direction will be served at another Educational Provider such as a local partner academy
- Parents will be informed about an off-site direction 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** time in reflection. This will apply regardless of any activities that are taking place in the academy at the time of the reflection (for example, charity events/non-uniform days). Students also have to wear the correct uniform when they are completing an off-site direction as they are representing the academy.

Further guidance on off-site directions can be found here:

[A guide for parents on school behaviour and exclusion - GOV.UK](#)

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.

There 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:

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- 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
- 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 in person, the academy could deliver the reintegration meeting via Teams with the child. 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.

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 will 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.

SUA6 Code of Conduct

SUA6 values its Sixth Form and the contribution our students make to the life of our academy. We expect our students to set the highest standards in attendance, dress, behaviour and academic performance, whilst acting as role models for our younger students. Further details can be found on the academy website <https://www.suacademy.co.uk/sixth-form/>



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Expectations of SUA6 Learners

Attendance:

Students are expected to maintain attendance of **96% or above**, unless there are authorised or unavoidable circumstances.

Students must:

- Attend all timetabled registrations, assemblies, lessons and supervised study sessions, unless absence has been authorised
- Arrive punctually and be prepared to learn
- Report absence on the first day in line with academy procedures
- Sign out and back in when leaving and returning to the site during the academy day, in accordance with safeguarding requirements
- Request authorisation in advance for any planned absence; such requests will be considered in line with national guidance and academy policy

Where attendance falls below expectations, the academy will:

- Monitor attendance and implement supportive interventions; and
- Where necessary, apply proportionate sanctions in line with the academy behaviour policy

In cases of persistent poor attendance, and following appropriate support and review, this may impact a student's continued place in the Sixth Form. Any decision regarding examination entry will follow awarding body regulations and academy procedures.

Attainment:

Students are expected to work consistently to the best of their ability and take responsibility for their own learning.

Students must:

- Complete and submit all classwork, coursework and independent study tasks by the required deadlines.
- Engage fully with their programme of study and work towards achieving their target grades.
- Seek support from staff where academic progress or wellbeing is affected.

Where a student falls behind, the academy may require attendance at additional support or intervention sessions. These may take place during non-contact time, after the academy day, or during agreed periods.

Sixth Form Attire:

Students must adhere to the published SUA6 dress code. Failure to meet dress expectations may result in:

- Being required to change into appropriate attire (which may include returning home where appropriate and safe to do so); and/or
- Further sanctions where non-compliance is repeated or persistent

Conduct:

Students are expected to behave responsibly at all times and contribute positively to the academy environment.

Students must:

- Treat others with courtesy, respect and consideration
- Use appropriate language and behaviour
- Respect academy property, buildings and equipment
- Avoid any behaviour that disrupts learning or negatively impacts the welfare of others
- Work appropriately in study areas, respecting others' right to a quiet environment
- Adhere to the academy's IT acceptable use policy at all times, including when off-site where conduct may have an impact on the academy community
- Adhere to the use of mobile phones as referenced earlier in the policy



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Students are expected to uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Students should conduct themselves in a way that maintains the reputation of the academy, both in person and online, where there is a clear link to the academy community.

The following are strictly prohibited on academy premises and during academy activities:

- Smoking (including vaping), alcohol, illegal substances and any weapon

Any breach will be treated seriously and may result in significant sanctions, including suspension or removal from the Sixth Form, in line with academy policy and statutory guidance.

Expectations of Parents/Carers:

Parents and carers are expected to:

- Support the ethos and values of SUA6 and work in partnership with staff
- Inform the academy promptly of any concerns and respond to communication from staff
- Support regular and punctual attendance
- Reinforce high standards of behaviour and conduct
- Inform the academy of any planned or unforeseen absences
- Attend parents' evenings, consultations and relevant meetings where possible

Important note:

Failure to follow the SUA6 Sixth Form Code of Conduct may result in sanctions applied in line with the academy's behaviour policy. These may include, where appropriate and proportionate, the removal of a student from the Sixth Form following due process.