

Shireland Collegiate Academy Trust Policy

Secondary Behaviour Policy

Committee and Date Approved	Trust Board – Spring 2026
Category	Statutory – DfE
Next Review Date	Annually unless change in legislation – Spring 2027
Policy Availability	Trust Website
Officer Responsible	Secondary Director

A Policy Statement on the Management of Behaviour at Shireland Collegiate Academy Trust.

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis in establishing a whole Academy policy should be on praise, recognising positive behaviour, and the development of self-discipline.

Legal Duties

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in Academies](#)
- [Searching, screening and confiscation at Academy](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Academy suspensions and permanent exclusions](#)
- [Use of reasonable force in Academies](#)
- [Supporting students with medical conditions at Academies](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

The Behaviour policy is based on the following:

Core Principles and Values

- The belief that the education and success of all students is of equal value.
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary

responsibilities.

- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the Academy should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any Academy policy depends on the understanding and support of parents and carers and as such, should be shared with them and their commitment to it sought.

Implications for the Academy Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral and personal development curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the academy, should establish good behaviour as the norm.
- Students also learn by example. We have a responsibility to model the behaviours we expect.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual.
- All staff should receive high quality CPD and advice and guidance from Pastoral leads to support them to effectively manage behaviour.
- Each academy should ensure robust inclusion processes are in place to identify, monitor and support vulnerable students

- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through activities such as peer mentoring schemes, restorative practice discussions or Academy Council discussion.
- The Trust will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice.
- In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, partner Academies, police, social services, etc.
- The communication systems of the Trust will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

Governance - Trust Board and SPC

- The Trust Board delegates some of this responsibility to the link governors for each Academy within the Standards and Performance (SPC) Committee in accordance with the Trust's Scheme of Delegation.
- The Trust Board approves the Trust's policy and approach to behaviour on an annual basis.
- The SPC, through the link governor, monitors and evaluates the implementation of the policy by receiving reports and data.
- Acts as the discipline committee where students have been referred for permanent exclusion.

The Role of the Trust

- Frame a policy, which promotes positive behaviour.

- Ensuring that all Academies remain informed about up-to-date research and evidence-based practices.
- Ensuring collaboration between Academies through network meetings to enable sharing of good practice.
- Monitoring the effectiveness of the approach to behaviour in each Academy via monitoring visits and Raising Attainment Plan.
- Supporting individual Academies with complex cases highlighted through Student Support Panel meetings.
- Identifying emerging needs, trends, similarities and differences within Behaviour across the Trust and supporting the adaptation of provision, where appropriate.

The Role of the Principal

- The Academy Principal has overall responsibility for the implementation of the behaviour policy. They may delegate some responsibility to a nominated behaviour lead.
- The Academy Principal will ensure that all staff understand that they are responsible for modelling and maintaining high standards of behaviour.
- The Academy Principal may, with consent of the Trust, produce localised guidance for the effective delivery of this policy within their context.
- Ensure that the policy promotes equality for all students and addresses individual need, making reasonable adjustments where possible. This will include a collaborative approach between Safeguarding, Behaviour/Pastoral, Attendance and SEND.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- In line with statutory guidance the Principal will identify students at risk of exclusion and where possible, explore alternatives such as off-site direction and/or alternative provision; the Principal will proactively involve the Trust and the Local Authority.
- Ensure that the Academy environment encourages positive behaviour
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

The Role of Academy Staff

- Ensure that the policy is consistently and fairly applied.
- Create a calm and safe environment for students at all times.
- Establish, model and maintain clear boundaries of acceptable student behaviour and positive relationships
- Consider the impact of their own behaviour on the Academy culture and how they can uphold Academy rules and expectations
- Record behaviour incidents promptly
- Challenge students to meet the Academy's expectations
- Prepare lessons that support all students in their learning
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour, identifying early causes for concern and communicating this with families to provide a connectedness.
- Where poor behaviour persists, engage with Academy Pastoral systems to support changes in student behaviour through a range of strategies including Restorative Practice.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

The Role of Families

- To promote positive behaviour and attendance and to aid their child to understand the Academy Behaviour policy
- To support the Trust's core beliefs on positive behaviour management
- Support the Academy when sanctions are required, working in partnership to foster positive improvement

- Inform the Academy of any changes in circumstances that may affect their child's behaviour

The Role of Students

Students will be made aware of the following during their induction and reminded at the start of every year.

- The expected standard of behaviour they should be displaying at Academy
- They have a duty to follow the behaviour policy
- The Academy's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Definitions

Low Level Behaviour (this may be referred to as S1, S2) is defined as:

These may result in sanctions as identified in Academy procedures, this may include detention, restorative conversations, removal from lessons.

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to lesson and/or the Academy
- Arrival to class without equipment
- Passive learning
- Rudeness to staff and/or student(s)
- Health and Safety concerns
- Playfighting
- Possession of chewing gum and energy drinks

Serious Behaviour (This may be referred to as S3, S4) is defined as:

These may result in the previous outlined sanctions or at the discretion the Principal, a fixed term suspension or permanent exclusion

- Repeated breaches of the Academy rules
- Any form of bullying (see Trust Anti-Bullying Policy)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- E-cigarettes or vapes
- Use of mobile phones (please see separate section)
- Swearing at a member of staff

Beyond S4

Breaches listed below as well as items in S3 and S4, if significantly serious, may also result in permanent exclusion.

- Harmful sexual behaviours (please see separate section)
- Bringing the Academy into disrepute
- Causing significant injury to a student or adult
- Persistent breaches to the Behaviour Policy
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Vapes containing illegal substances
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

These definitions are not exhaustive, there may be additional information in local Academy policies

Mobile Phones

- We have clear restrictions on the use of mobile phones and headphones during the Academy day.
- If a student chooses to bring a mobile phone to Academy, it must be switched off and in their bag at all times from the moment they enter the Academy gates to the point of exiting through the gates.
- This means that students must not use their phones/headphones during lessons, moving between lessons or at break or lunchtime.
- These rules are in place for safeguarding reasons. Mobile phones can provide unfiltered internet and social media access; this alongside their photo and recording capabilities means that they are a safeguarding issue.
- We carry out regular uniform and equipment checks, and as part of this, we carry out spot checks to ensure that students are following the mobile phone rules that are in place.

Any of the following will result in a student's phone being confiscated:

- A student is found with a phone on their person, not in their bag (switched on or off)
- A student is seen with a phone, theirs or another student's
- A student is seen using a phone, theirs or another student's
- If a student has their phone confiscated, a parent or carer will be contacted via phone or text message and asked to come to the Academy to collect the phone from main reception. Academies may use a specific sanction in their local procedure.

- Refusal to hand over any device will be treated as refusal to follow instructions and defiance and may lead to a suspension from the Academy. Academies may use a specific sanction in their local procedure.

Safeguarding

The Academy recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to positive behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the Academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the Academy's behaviour culture.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have an ability to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed above) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate or destroyed or handed to the Police if not appropriate to be returned, for example the item is illegal or a child is underage to be in possession.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the Academy rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the Academy premises or where the member of staff has lawful control or charge of the student, for example on an Academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal, designated safeguarding lead, (or deputy), or pastoral lead, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the Academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

The authorised member of staff’s power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on Academy premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the Academy rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Searching possessions when a student is not present

In exceptional circumstances, the Academy may search a student's possessions, including bags, lockers or desks, without the student being present. This will only occur where there are reasonable grounds to suspect that the item may contain a prohibited or banned item, where there is a safeguarding concern, or where delaying the search could result in evidence being removed, concealment of a risk to others, damage to property, or serious disruption to the Academy.

Such searches must be authorised by the Principal, a member of the Senior Leadership Team, or the Designated Safeguarding Lead (or deputy). Wherever possible, the search will be conducted by two members of staff and a written record will be made detailing:

- The reason for the search;
- The staff present;
- Any items found or confiscated;
- Any subsequent action taken.

The student and their parent/carer will be informed of the search and its outcome as soon as reasonably practicable, unless doing so would place a child or another person at risk of harm.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the Academy's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the Academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the Academy will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the Academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Screening (wand usage)

The Academy may as a non intrusive option if they have suspicion of a student using a banned item utilise a metal detection wand:

Use of a wand should take place utilising the same processes as performing a search as listed above.

Students should have an explanation of what the wand is and how it will be used as well as the reason for its usage.

Refusal to be screened should be referred to the Principal and may require the support of outside agencies including the Police.

The Police may at times conduct Local Authority wide knife arches which requires students on entry to walk through a metal detection Arc. The Trust is supportive of this process and this policy authorises this under this section.

Off-site negative behaviour

Sanctions may be applied where a student has negatively behaved off-site when representing the Academy. This may include

- Taking part in any Academy-organised or Academy-related activity (e.g. Academy trips)

- Travelling to or from Academy
- Wearing Academy uniform
- In any other way identifiable as a student of our Academy

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student
- Could adversely affect the reputation of the Academy

Sanctions will only be hosted on Academy premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a Academy-organised trip).

Online negative behaviour

The Academy can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the Academy
- It adversely affects the reputation of the Academy
- The student is identifiable as a member of the Academy

Sanctions will only be hosted out on Academy premises or elsewhere when the student is under the lawful control of a staff member.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the police, taking into account the wishes of victims when appropriate.

When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal / designated behaviour lead / Designated Safeguarding Lead will make the report.

The Academy will not interfere with any police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a report to children's social care, if appropriate. In addition where appropriate concerns are raised a referral may be made to PREVENT by the Single Point of Contact (SPOC).

Zero-tolerance approach to sexual harassment and sexual violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Where an allegation is made this must be reported as both a safeguarding and a behaviour event.

- Staff should then carry out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to The Trust child protection and safeguarding policy for more information.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Services may be appropriate.

The Academy will also consider the pastoral needs of staff and students accused of misconduct.

The Academy may, through the designated safeguarding lead complete a FIB form to the Police for intelligence purposes

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Recognising the impact of SEND on behaviour

The Academy recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the Academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the Academy must co-operate with the local authority and other bodies

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Examples of preventative measures may include but are not limited to:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

Considering whether a student displaying challenging behaviour may have unidentified SEND

The Academy's special educational needs co-ordinator (SENCO) may 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 will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Academy will co-operate with the local authority and other bodies.

If the Academy has a concern about the behaviour of a student with an EHC plan, if appropriate, the Academy may request an emergency review of the EHC plan by the Local Authority.