

Behaviour Policy

South Shore Academy

Approved by: Neil Kay

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1. Aims

Through appreciating and promoting the values of dignity, hope, community, wisdom, humility and kindness, all members of South Shore Academy are encouraged to be aspirational. We aim to positively impact each other and society, contributing to a world where we can be dedicated to one another with love and helping others before ourselves.

South Shore Academy is a community where pupils and staff work together, committed to principles of mutual respect and support. We strive to incorporate these values into daily life, fostering an environment that promotes the spiritual, moral, cultural, intellectual, and physical development of our pupils. Our goal is to grow together as a caring and supportive community, preparing students for the opportunities, responsibilities, and experiences of their adult lives.

South Shore Academy is dedicated to ensuring that our pupils master the knowledge, understanding, and skills to be academically successful. We believe that true success involves developing self-discipline and the autonomy to make positive choices. We also want our pupils to understand their role in fostering a sense of common purpose within our school community and beyond. "The South Shore Way – Our DNA" provides a framework to ensure our key drivers and core values (Ambition, Purpose and Achievement) are embedded within our daily practice.

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. We seek to create a caring learning environment, where each person will be dedicated to one another with love and helping others before ourselves.

- To have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve.
- To ensure all pupils develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all pupils through promoting independence and self-discipline.
- To create an environment in which pupils are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To collaborate closely with families, fostering positive conduct and addressing any challenges that arise.
- We value the consistency of high expectations.

The behaviour policy at South Shore will complement Cidari's core values by ensuring all pupils show respect and understanding for each other, the community and the world around them.

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Academies, including free schools, and independent schools insert:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Policy development

South Shore Academy is built upon mutual respect. We expect our pupils to say “sir and miss” to teachers. Our pupils will say “thank you”. Our pupils will say “excuse me”. Our pupils will say “please”. We encourage everyone to smile when greeting people, both inside and outside school. At South Shore Academy teachers and pupils are on the same team and teachers are our team captains. All pupils know that they must do exactly what the team captain says. At South Shore Academy pupils are given rewards for the right behaviour choices and we take action to remind pupils of the consequences of the wrong choices. South Shore Academy teachers are tough on bad choices because they want to make pupils better people in the long run. We teach pupils to break old negative habits and help them to learn new empowering habits that will make our pupils successful in life.

South Shore Academy teachers care enough to be kind. Every time a teacher gives a pupil a consequence or a detention they are reminding the pupil of the behaviour that is expected and the negative behaviour we cannot allow pupils to hold on to. If teachers allow pupils to hold on to old habits of laziness, selfishness, rudeness, excuse-making, sulking and self-pity, they are not helping pupils grow up into responsible, successful adults. It is expected that if somebody drops something, pupils help them pick it up. If someone trips up, pupils check to see they are alright. South Shore pupils do not laugh at people, South Shore pupils help them. If any pupil hears about anybody being unkind to another member of Team South Shore, they are to tell a teacher immediately. Pupils have a responsibility to tell teachers to prevent any unkindness continuing and increasing. At South Shore Academy everybody works hard and everybody is kind to one another, supporting this very important kindness value

All members of staff are expected to actively promote and model ‘The South Shore Way’. As an academy, we have made it really clear for every area of school what we expect from pupils at South Shore Academy School. High standards in everything across the school is entirely compatible with a friendly, happy, relaxed school and this is what forms the platform for why we have high expectations and why we are seeing the fruits of this through academic success and aspiration. Each strand of our DNA is rooted in values that we would expect to see in everyday life.

The South Shore family believes in a harmonious and inclusive community, built on the values of dignity, honesty and kindness, acts as a civilising influence for all and ensures we achieve our academic aspirations. We aim for a safe, healthy and happy academy, where people of all faiths and no faith at all, are welcomed and valued; an academy that pupils love and in which they openly speak about feeling loved. We expect at all times, from all our community, to live out our values in everything we do.

4. Responding to behaviour

4.1 South Shore Way 1 – Organised & On Time, All of the Time

“Always be ready.”

The original context of this phrase emphasises the importance of being prepared and responsible in using our resources wisely. It reminds us that we are accountable for our choices and how we manage the opportunities given to us.

Reflection

Time is a valuable resource that shouldn't be wasted. Evidence shows that pupils who wish to succeed always attend school and are on time. Punctuality not only enhances your education but also respects the learning environment of your peers. Lateness can disrupt the education of others and is considered disrespectful to the community's values of mutual respect and support. At South Shore Academy, we believe in being organised and punctual as a way to honour our shared commitment to excellence and respect for one another

Academy context

Pupils who wish to succeed always attend and are on time. We are trusting that pupils will arrive at the School by 8.40 am each day so that they are ready for the day's learning. Failure to be in school for 08.40 will result in a same day 20 or 40minute detention.

Additional late marks in the day will result in additional time or Saturday detention.

This will be at the discretion of the Academy. Pupils who arrive late to school after 9.00am are expected **to sign in at reception and go straight to the Refection Room for isolation and mentoring.** Pupils are expected to attend school every day of the school year. Anything less than 97% is not good enough and the school would expect this only to be the case for pupils with serious medical issues. Internal truancy will be dealt with automatic isolation and parental meeting. We will support pupils and families with bespoke plans if they are struggling to attend the academy on time.

Staff will greet pupils as they arrive. **Teachers will be at Line Up by 8.25am,** in order to welcome pupils for a prompt start to the day. If a member of staff is delayed, then pupils should wait silently in line up for further instruction.

At the start of the year we give all necessary equipment to all the pupils so they are ready for the year. The morning meeting session gives Tutors time to check that pupils are ready for school. Specifically, we will check for:

- Timetable – If a pupil has lost their copy then a 20p charge for a new one will be issued. Pupils can buy a new timetable from the stationery shop in the morning. Failure to have a timetable follows the sanction protocol.
- Smart & correct uniform (no make-up, nails, eye lashes, jewellery) – coats off inside the school building
- Pencil case containing the correct equipment
- Reading book
- Knowledge folder
- Jotter
- Exercise books and folders needed for the day
- PE or other specialist kit

The session will be purposeful and orderly and will include an emphasis on key messages and resets the high expectation culture for the day. Pupils are expected to answer the register without unnecessary talking and follow the Form Tutor's instructions.

Sickness and absence

Parents should use their common sense when deciding whether their child is too ill to attend school. It may be helpful for parents to consider the following questions and contact the academy.

- Is my child too ill to undertake the activities of the school day?
- Does my child have a more serious condition that could be passed on to other children or staff? For example: chicken pox. Children can normally attend if they are suffering from a common cold.
- **Would I take a day off work if I had this illness: *If the answer to any of these questions is yes, it might be worth calling the academy for advice before making a final decision.***

Illness during the school day

Teachers will evaluate if pupils are in a suitable condition to participate in lessons. Our first aiders will determine the well-being of a pupil if there are concerns. If a pupil is genuinely unwell, the school will make the necessary arrangements for their care, including contacting parents when deemed appropriate. To assist in this process, parents are encouraged to inform the school of any medically diagnosed conditions, like bladder issues, so we can cater to specific needs, such as providing toilet passes.

Lesson Transitions

At the end of the registration period (and between lessons throughout the day) pupils are expected to move quickly, calmly around the corridors, walking on **the left hand side** to their next lesson. *Pupils should walk between lessons in single file, looking in the direction they are walking and on the left hand-side of the line so as not to bump into other pupils* - making movement around school much easier and safer. **Pupils and staff greet each other warmly during every transition.** Pupils can chat to their friends in the playground in the morning, break time and lunch time.

Staff will supervise this as a matter of course **by being outside the room every lesson changeover**, as pupils are moving around, or as they wait for pupils to arrive for the lesson. In the corridors, pupils are expected to be courteous and considerate. Although quiet and calm teachers will engage with pupils and pupils are expected to engage with staff. Detentions are not automatically given, pupils are reminded of expectations. defiance and refusal lead to detentions.

When pupils arrive at their next lesson, they enter the room; **the teacher will greet pupils at the door**. In the rare occurrence a teacher is late then pupils will wait outside. Being on time is a sign of politeness. Being late is rude and disrespectful.

On all corridors there is a need to walk in single file because the corridors are narrow. This is for safety and help with the flow around the academy. All pupils must move very quickly, efficiently and politely between lessons because they have to arrive at the next lesson calm and ready to learn. If pupils want to get past they say "Excuse me," very politely. Then wait patiently if necessary. When pupils line up they take their bags off their backs and hold them in their hand and leave space for other people to pass as some corridors are busy with footfall.

We encourage pupils to use the toilet at the appropriate times such as break and lunch. The toilets should be used at break & lunch times. Pupils should not go to the toilets in the last two minutes of break to ensure they do not miss a single second of lesson time. Pupils with toilet passes can go to the toilet immediately and the teacher will notify the on-call system. We understand pupils occasionally need the toilet during lessons and teachers use their discretion, again on-call will be called for this. Pupils genuinely needing the toilet during lessons are never refused.

4.2 South Shore Way 2 – Uncompromising on Behaviour, Uniform, and Standards

“Like a city whose walls are broken through is a person who lacks self-control.”

The original context of this phrase emphasizes the importance of self-discipline and maintaining strong personal standards. Just as the walls of a city are crucial for its security and the well-being of its citizens, strong personal standards protect an individual's integrity and success.

Reflection

Self-discipline is a vital requirement for success. Every day, you are faced with numerous decisions that require sound judgment. At South Shore Academy, we believe that self-discipline is key to achieving success in life. We aim to model this value through our expectations for behaviour, uniform, and standards. Maintaining high standards in these areas helps create a respectful and supportive learning environment, ensuring that everyone can thrive

Academy Context

Pupils who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task but **we will remind them politely that they learn best when they are concentrating.** It also means that other pupils can learn without disruption and allows the teacher to teach what they have planned. We expect all pupils to track the person who is talking to demonstrate that they are listening carefully, but we take account of SEND needs. During the whole year group lectures, lessons or assemblies pupils are expected to remain in a natural state until they are invited to speak by the member of staff leading the lecture, lesson or assembly. **All staff members will use the countdown '321' and expect everyone to be tracking the speaker.** Failure to be on-task in lessons or around the school will result in a reminder initially about correct behaviour. Repeated failure to be on-task on more than one occasion on any given lesson will result in a negative character point.

Classroom

At the start of lessons, pupils are expected to enter the room, stand quietly behind their chairs as part of the established routine. **This will include having books, pencil case, and other equipment on the table or waiting quietly for instructions in a practical lesson.** We do this so pupils use every minute to learn in the academy.

In practical subjects, this will mean getting changed or preparing equipment as instructed and there must be consistent expectations within subject areas.

No mobile telephones are to be used in school with the exception of pupils that use them as part of an agreed medical plan. If pupils need to contact home in an emergency such as no money on their lunch card then we will support this at the main office.

Teachers will expect pupils to follow instructions. Pupils are expected to do as they are requested. We do not expect pupils to be inattentive or to be disrespectful. Pupils' classwork and prep is to be done to a high standard. **Teachers and other staff should insist on all written work being set out properly, using a blue/black handwriting pen or other suitable materials in practical lessons and high standards of presentation.**

During the lesson, teachers will firstly remind pupils to get it correct then follow the assertive discipline system to re-enforce our excellent behaviour standards. On the rare occasion a pupil gets it wrong, the pupil will receive a consequence – C1. This will be the only consequence as we expect 'first time, every time'. Further consequences will result in removal from lessons as per the assertive discipline system.

Social Time

South Shore Academy is built upon mutual respect. Social time is no different to lessons. We expect the highest of standards outside of lessons as we have during lessons and this includes social time, corridor movement and travelling to and from school.

At break and lunch times, pupils must not drop litter or interfere with another's personal space or lunch. They are expected to conduct themselves well and move quickly to the designated spaces. No pupils should be inside the building over lunch or break except when following the wet weather plan or the year groups are in the refectory.

No fizzy drinks or sweets or large family bags or packs are allowed. **These will be confiscated and destroyed immediately by any member of staff that sees them.** There is no exception to this. Failure to comply will result in immediate isolation.

After school

On the way home pupils are in our uniform. Pupils are representing South Shore Academy and their parents. If we hear of disrespectful behaviour outside of school we will sanction the pupils concerned as they will have let us all down. We use 'thank you', 'excuse me', 'please' and we smile outside of school and in. We are especially polite to shopkeepers and bus drivers and take great care crossing the road, especially outside of school. As soon as pupils finish school they should normally go straight home. As soon as pupils get home we recommend they get changed as part of a routine. Pupils should be encouraged to hang their uniform in the same place every night so they know exactly where it is in the morning. This includes their tie and their school shoes. Pupils need to be encouraged not to rely on someone else to do this for them; we are encouraging independence.

Outside of school

When pupils are outside of school, they still represent South Shore Academy. OUR – DNA means that we are Team South Shore, all day every day. Pupils should think about how their actions reflect on themselves and our academy. Pupils may receive negative behaviour points or detentions for behaviour outside school that affects their education or brings the academy into disrepute.

Mobile Phones

Mobile phones must be switched off, kept out of sight and are the responsibility of the pupil and not the school. **No phones should be seen in the academy at all. We occasionally do spot checks to make sure phones are switched off.**

Misuse of mobile phones will result in confiscation as per policy appendix. Banned list items (which includes cigarettes and electronic-cigarettes) will be confiscated and destroyed every time.

Uniform

We take pride in our school and our pupils, and we think it is important that this is reflected in how our pupils look as they go about their studies. Our uniform is aimed at giving pupils a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. It is important that our pupils take pride in themselves and in our school. It is important that pupils contribute to our school's common routines. It is important that all members of our school are treated fairly. Any families that struggle will be offered support. Any pupil being defiant for no reason regarding uniform will be sanctioned. There is no excuse for not having the correct uniform as we have a uniform shop to support.

The academy is well stocked to offer all pupils any piece of missing uniform as part of our supportive culture. We will do this to ensure that all of our pupils take pride in their appearance and to make sure that our pupils are treated fairly.

PE kit is an important part of school culture. It is the expectation that all pupils will have the correct PE kit. Pupils without PE kit will be issued with a clean school PE kit but sanctioned as per our policy. Failure to bring a PE Kit four times a term will result in Saturday detention and a parental meeting. Again any family struggling with the cost will be supported.

Jewellery, make up, and hairstyles

Pupils may wear a traditional watch only. No jewellery, including earrings, are permitted. If pupils have any visible piercings or retainers, these must be removed during the school day. A minimal amount of discreet makeup in natural colours is acceptable, but the school reserves the right to ask pupils to remove any makeup staff deem inappropriate. Nail varnish, as well as nail and eyelash extensions, are not permitted. Hair should be neat and tidy. Any hair accessories should be small, plain, and either grey or black. Extreme hairstyles, such as shaved emblems or lines, shorter than a number 1, unnatural colour dyes, bleached blonde hair, or significant differences in length, are not allowed. The confiscation process for any disallowed jewellery is the same as that for phones.

Equipment

At the start of the year we give every pupil a pencil case with the correct stationery. Pupils who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our pupils' organisational skills for success in future life. For any important role in life, we need the right equipment and pupils need to make sure they provide it.

We will have stationery on sale in the refectory before lessons begin.

Pupils are expected to bring the following to school and are supplied with these at the start of the year:

- Jotter
- 2 black pens
- 1 purple pen
- 2 highlighters
- Pencil
- Ruler
- Rubber
- PE Kit (on the days they have PE)
- A sensible and suitable bag (not a fashion accessory)

Tutors will check for equipment every morning. Failure to bring the correct equipment will result in a C1 – equipment consequence and a detention. Further breaches during a half-term will follow the sanction policy. In the morning, we will always make sure we give pupils any missing equipment.

4.3 South Shore Way 3 – Respectful to Everyone We Meet

“Treat others the way you want to be treated.”

This principle, known as the "Golden Rule," is a widely accepted guideline across various cultures and philosophies. It emphasises the importance of mutual respect and empathy in human interactions.

Reflection

Mutual respect and empathy are fundamental values that contribute to a positive and supportive community. At South Shore Academy, we expect students to treat others with the same kindness and consideration they would like to receive. This includes listening to and following the instructions of teachers and staff, as respectful behavior enhances the overall well-being and harmony of our school environment. By adhering to these values, we create a community where everyone can feel valued and respected.

We know that pupils who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that pupils learn self-discipline. If an adult tells a pupil to do something, we expect it to be done straight away. We expect pupils to trust staff and ask questions if appropriate at the appropriate time. If a pupil feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, pupils may approach an adult to discuss the situation. Pupils are expected to ask politely and respectfully, staff will model this behaviour. If a pupil feels uncomfortable approaching the member of staff then they should speak to their Family Support Worker, Head of Pastoral or the Deputy Headteacher in the first instance. At South Shore Academy we will listen to all, if approached in the correct manner and at the correct time.

At South Shore Academy we work hard and we are kind to one another and remember our

S.T.E.P.S

1. Sir or Miss – every time
2. Thank you – every time
3. Excuse me – every time
4. Please – every time
5. Smile – every time

Sir or Miss

Pupils always refer to teachers as Sir or Miss. It is a sign of respect. It is polite. Pupils never forget to say Sir or Miss at the end of their sentences. **All teachers will treat all pupils with respect and be extremely polite, never using derogatory language.** All pupils will treat all teachers with respect and be extremely polite at all times. Teachers will treat pupils with respect. The Sir or Miss at the end of a sentence is like a full stop.

Thank you

In school we hold doors open for one another, we let people pass in front of us, we do not barge past, we politely let people pass. If somebody drops something we help them pick it up, we pass books along carefully, efficiently, politely, in silence. We queue for lunch politely and efficiently, in single file and looking forward so as not to bump into anyone. These are all signs of mutual respect. South Shore Academy is built upon teachers and pupils treating each other with respect.

Excuse me

We never push past or interrupt people. If we want to get past we say "Excuse me" very politely. Then we wait patiently if necessary. Similarly, if we want to talk to somebody, a teacher for example, we say, "Excuse me. Do you have a minute? Could you help me with something?" We don't take others for granted. We are polite. We are especially polite and respectful in corridors, on the stairs and when queuing. We are polite to classmates, pupils we don't know, and to all members of staff. That includes office, canteen and cleaning staff. There are no exceptions. South Shore Academy is built on mutual respect.

Please

South Shore Academy pupils and teachers show an "attitude of gratitude" every day and in every interaction they have. We say 'Sir/Miss', 'Thank you', 'Excuse me' and 'Please' very naturally.

Smile

We are polite and welcoming. When we greet somebody we smile. If we are not having a good day or feel unable to smile we can still give a greeting. When a teacher says hello to us in the corridor pupils reply with an upbeat, "Hello Miss!" or "Morning Sir!" and we smile. We shake hands too. We are professional. When we go for interviews, whether that's for college, for university, for jobs, people are immediately struck by our firm hand shake, our good eye, the way we smile, the way we PROJECT, the way we articulate. The pastoral team will support everyone who may be having a difficult time.

4.4 South Shore Way 4 – Determined to Succeed

"Success is not final, failure is not fatal: It is the courage to continue that counts." – Winston Churchill

This quote emphasises the importance of perseverance and determination in the face of challenges. It highlights that ongoing effort and resilience are key to achieving success.

Reflection

A young person's time in education is very precious, and we aim to do everything within our power to ensure that our pupils get the most out of their time at school. Every lesson counts on the journey to academic success, meaning that students need to be ready to engage with every lesson of every academy day.

At South Shore Academy, we encourage students to form useful habits for success both in school and in their future careers. This involves being present, attentive, and actively participating in their education. By fostering determination and a strong work ethic, we help our students achieve their full potential and prepare for a successful future.

School Context

At South Shore Academy we follow SLANT in every lesson. This is a key habit that will help pupils succeed in school and in life. When pupils are in SLANT they learn more, they remember more, they develop more self-control and they demonstrate that they are a polite person who shows respect to their teachers and their classmates. South Shore Academy is built on mutual respect. We speak to one another politely at all times, and our body language and facial expressions are polite too. SLANT is a key part of showing mutual respect and courtesy.

SLANT

Sit up straight
Listen carefully
Active participation
Never interrupt
Track the teacher mentioned earlier

Sit up straight

At South Shore Academy, pupils sit up straight at all times and pupils should not slouch. **Teachers have a seating plan and pupils sit at the seat they have been allocated. PE staff will have a seating plan in the changing rooms, pupils sit at their numbered peg.** When pupils read they always follow the text with their ruler, with both hands on the ruler. This helps pupils concentrate, so they remember more and understand more. When pupils are not writing or reading they sit up straight in a comfortable position.

Listen carefully

At South Shore Academy pupils listen to every single word their teacher says very, very carefully. The teacher also listens carefully to pupil answers. Pupils especially listen to instructions very, very carefully.

Active participation

When pupils ask and answer questions they always put their hand straight up in the air and wait for the teacher to choose them. Pupils must wait for the teacher to finish speaking. Our teachers love answering questions and supporting pupils with their learning.

Calling out is never permitted. Even if the pupil has their hand raised the pupil has to wait for the teacher to choose them by name. If this did not happen, people would be interrupting the teacher and other pupils all of the time. If pupils are confused, or unsure what to do, they must let the teacher finish what he/she is saying and then put up their hand to ask a question. When a pupil asks and answers questions, they must speak confidently. If the teacher wants the pupil to speak more clearly and more loudly, he/she will say, **“Project or University voice”** This means the pupil must talk loudly and clearly like an actor addressing an audience.

Never interrupt

The teacher is the expert. Pupils never interrupt the teacher when they are explaining to the whole class. If the pupil is confused, or unsure what to do, they must let the teacher finish what they are saying and then put up their hand to ask a question. Pupils may even be put in internal isolation if they continually disrupt learning. This will be because the teachers have decided that the actions of the pupil were rude or damaging to the learning environment. Pupils may think their teacher is unfair but we ask parents to trust the teachers’ decisions as professionals.

Track the teacher

This means pupils keep their eyes on the teacher whenever he or she is talking. Pupils should avoid turning around and being off task. Pupils should not lose focus. Pupils should deliberately concentrate on what the teacher is saying at all times. If someone deliberately tries to distract pupils in class, they are expected to raise their hand and tell the teacher.

The beginning and end of lessons

It is essential that pupils make their way very quickly and efficiently between classes. Pupils walk between lessons in single file. Pupils do not need to talk. Pupils can chat to their friends in the playground in the morning, break time and lunch time. At the end of each lesson pupils stand behind their chairs in silence. **The teacher will use the last few minutes of each lesson to pack away, ask the class questions, have a moment of reflection or chanting and get everybody ready to go off to their next lesson. The teacher will then give the class the signal and everyone will stand in silence, and the teacher will dismiss the class row by row. The teacher will check the classroom is tidy and the immediate area outside the room is tidy.** Lessons start and end very efficiently and calmly at South Shore Academy. We do not teach right to the very last second and then pack away in a rushed and inefficient manner. Pupils pack away exactly as instructed. Pupils remain focused on the task of packing away and waiting for instruction. Pupils will say thank you to their teacher as they leave the classroom and the teacher will thank pupils that worked hard.

4.5 South Shore Way 5 – No Excuses

“Consistent effort brings its own rewards. Don't give up, even when it gets tough.”

This principle emphasises the importance of perseverance and dedication in achieving positive outcomes. It highlights that consistent effort and determination will ultimately lead to success.

Reflection

Education is a marathon, not a sprint. In order to achieve, pupils have to be focused, diligent, and consistent over a period of time. At South Shore Academy, we believe it is important to provide an environment that supports and teaches a strong work ethic. By fostering perseverance and resilience, we prepare our students for future success and help them understand the value of sustained effort. Consistent hard work and a no-excuses attitude will stand them in good stead for the future.

School Context

Deadlines

Pupils who wish to be successful complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps pupils to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Pupils who fail to meet a deadline are issued with a department sanction on the same day the deadline is missed. This may involve a same day detention.

A whole school homework timetable is in place. When pupils do their homework, they are firmly advised to keep away from their phone or any computers and other mobile devices that might distract them. Pupils are encouraged to find a quiet place to work where they can concentrate.

Once pupils have done their homework they should pack all of their equipment, and their homework, in their school bag. Pupils should check their pencil case to make sure they have all the correct equipment for the following day. Pupils do not need anything else in their pencil case.

Pupils must also check their timetable to ensure that they have everything they need for the next day, for example, PE kit. Pupils should then put their bag next to the rest of their uniform. At South Shore Academy we will not accept excuses such as “I forgot” or “I slept in”. **The PE teachers will contact home every time a pupil forgets their kit and record this on the school system.**

It is important all pupils get a good night's sleep and have enough rest to properly study at school. As a guide, we encourage our pupils to be asleep for 9.30pm for KS3 and 10.30 for KS4 at the latest. Young people need around nine hours of uninterrupted sleep every night. Without enough sleep, pupils will not learn effectively and pupils will not remember what they have been taught. All phones, mobile devices or computers should be kept away from at bedtime, so pupils are not tempted to look at them in the night. It is advised that parents/carers may use the screen time lock to disable all phones and mobile devices after 9.30pm. For further information on this parents/carers can contact the school.

6 South Shore Way 6 – Aspirational for All

"I am capable of achieving great things with the right support and effort."

This principle emphasises the belief in one's own potential and the importance of perseverance and support in reaching one's goals.

Reflection

Every pupil has unique skills and talents that can contribute positively to the world. At South Shore Academy, we are committed to nurturing and developing these talents by setting high academic targets, maintaining high standards of behaviour, and fostering confidence in our students. We believe in encouraging our pupils to aspire to greatness in all aspects of their lives. This is reflected in the high academic targets and standards we set as a school, as well as in the recognition and rewards we provide for achievements in behavior, attendance, and academic success. By instilling a sense of aspiration and providing support and encouragement, we empower our students to reach their full potential and achieve their dreams.

September 2025 Recognition

Character system

This is a system that acknowledges pupils for their achievements both in and out of the academy during the full five years of their time at South Shore Academy. The character system is embedded within our DNA and values and demonstrates commitment and success to the South shore WAY.

Character point acknowledgements

We want pupils to be motivated by the intrinsic value of achievement; however we are committed to acknowledging pupils for meeting 'The SSA Way' and our culture underpins this. Pupils will be awarded points for being extraordinary, a golden ticket will be awarded for this. The points equate to badges and certification.

250 character points = Bronze star and certificate in morning meeting

500 character points = Silver star and certificate

750 character points = Gold star and certificate

1000 character points = Platinum South Shore Badge and certificate

Descriptive Verbal Praise – Praise prize – year group meetings

Around the academy and in lessons, staff members use descriptive praise to signal to pupils that they are demonstrating good learning habits.

Progress & Effort Certificates

At the end of each progress period pupils receive certificates: for most progress and the other for consistently high levels of effort. These certificates are presented to pupils during our appreciation assemblies.

Acknowledgements

We want pupils to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging pupils for meeting 'The South Shore Way' and our rewards culture underpins the value.

Pupil of the day

Each Day, every member of the School staff nominates their 'pupil of the day'. Pupils may be nominated for hard work, strong progress or for displaying a real commitment to the school or the local community. Pupil of the day nominations are announced in the following morning and afternoon meetings.

Pupil of the week

Each week, every member of the School staff nominates their 'pupil of the week'. Pupils may be nominated for hard work, strong progress or for displaying a real commitment to the school or the local community. Pupil of the week nominations are announced in the following assembly, we also communicate this to parents.

Golden Tickets

Pupils who display extraordinary work are rewarded with a Golden ticket which contributes a significant number of merits to their total.

Progress period – Attendance

Each month pupils with 100% attendance in that month and no behaviour points are rewarded. These are announced in assembly and communicated home.

Progress periods

At the end of each cycle, two pupils from each class receive a certificate: one awarded for most progress and the other for consistently high levels of effort. These certificates are presented to pupils during our rewards assemblies.

End of Terms – Acknowledgement event

Pupils who have demonstrated 'The South Shore Way' all year are acknowledged with an invitation to our event. The senior leadership team and HoY decide which pupils receive an invitation based on the number of merits a pupil has received over the year and the pupil's attendance.

Reports

Our progress period report to parents provides an opportunity for pupils to gain recognition for their effort and progress across all subject areas each period.

Assertive Discipline

C1 Name recorded, warning (half way to a detention) and teacher sanction e.g.(kept back for break or dinner)

C2 Detention issued – repeated C2 teacher phone call home

C3 Internal isolation in the Reflection Room (TRR) or IFTE (refusal to comply with the above)

Severe Clause (C3):

This will require judgement, but pupils who use bad language to a member of staff, vandalise property or who are physically violent to other pupils will be withdrawn for an extended period and parent support sought. On call will be called and pupils will be sent to the Reflection room for a period of time. A second C3 in the same day will result in the pupil spending the remainder of the day in the Reflection room. An assessment will be made, in consultation with SLT, as to any further action that may be required.

Explanations:

The rule broken should be clearly stated to the pupil (pupils should know exactly which consequence they are on, each time and why.)

C1: Final warning which will result in a teacher sanction. This can include a break or lunch time detention. Teachers must record the reasons for the consequence on classcharts.

C2: Failure to comply after the warning will result in being issued an afterschool detention. This is recorded on classcharts.

C3- Failure to comply with the above will result in on-call removing the pupil to our Reflection room for a partial or full day. This will be logged on classcharts. Failure to work their way out of the reflection room will result in isolation for the remainder of the day including afterschool detention.

No pupil misses out on learning. In isolation all pupils will complete behaviour manager directed suitable learning.

Repeat or serious offences– this will be monitored by the Senior Leadership & behaviour teams. Pupils who repeatedly fail to comply with our high standards and expectations or are involved in serious incidents will receive the following, the length and severity will be decided by a member of the Senior Leadership Team;:

- *Saturday detention
- *Internal isolation (IFTE)
- *External exclusion
 - *Permanent exclusion

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfill their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. If a parent/carer is unhappy with the sanction, the sanction will still be expected to be completed. Sanctions do not pause even if a complaint is made.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are in year admissions or managed moves.

6 Sanctions

Isolation

Following removal from lesson – the Reflection Room and IFTE.

Alternative Provision

This is a school within a school. Pupils, who need some additional support with their behaviour, will be taught in the AP accessing a full curriculum with additional behaviour, attendance and mental wellbeing support. This is for pupils identified early at risk of permanent exclusion.

Internal Fixed Term Exclusion (IFTE)

IFTE is our internal fixed term isolation/exclusion area. Pupils who are repeat offenders and at risk of external exclusion will spend some time here, the length of time will be decided by a member of the Senior Leadership Team. The aim is to work with these pupils so that they begin to understand the consequences of their behaviour enabling them to modify their behaviour once reintegrated back into school. Pupils in isolation will have support from pupil support workers.

IFTE school day will run from 8.30–4pm

Pupils in isolation are not allowed in the main school building at any time. This is a strategy used instead of exclusion to home. Parents/carers are expected to escort their child to the front of reception at 8.30am and hand pupil over to staff and collect at 4pm.

Permanent Exclusion

This can result from persistent disruption or bullying, one off serious incidents such as bringing a weapon into school/causing widespread panic etc or unproven malicious allegations against staff.

6.1 Sanctions guide

B. Consequences for Poor Behaviour

1. A **consequence or character detention** is given as a corrective reminder if a pupil makes a bad choice, breaks a school rule, or for:

Verbal Warning	• Teacher reminder
Character /Academic consequences & Saturday detention for persistent breaches	• Not responding to an off-task reminder • Persistently not tracking • Sloppy written work in lessons • No equipment or missing equipment in lesson including PE kit • Failure to complete homework • Failure to meet line up and corridor expectations • Late to the academy / lesson • Chewing gum • Eating or drinking outside of designated spaces • Out of bounds • Using a mobile phone or switched on in the day • Failure to follow the academy dress code • Inappropriate language over heard by a member of staff • Kissing teeth or tutting at a teacher • Disrespectful behaviour towards a member of staff • Play fighting • Misuse of school equipment • Dropping litter in the academy • Plagiarism / copying

Internal Isolation, Suspension / Permanent Exclusion	• Persistent refusal to follow the academy dress code (defiance) • Persistent refusal to follow staff instructions (defiance) • Three "off task" corrections in one day • Truancy • Use of any physical force in school • Damaging school property or another pupils' property • Sexual harassment • Inappropriate language directed at any member of South Shore Academy Community
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	• Failure to attend a detention • Fighting with another pupil • Bullying • Child on child abuse • Online abuse/bullying • Abusive language • Smoking on school grounds • Assaulting a member of staff • Dangerous behaviour (including bringing illegal items into the academy) • Theft / handling stolen goods
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Assertive Discipline

100% strategy used in the first instance as a global reminder

Incident	Sanction	Parental Contact
Sanction 1 – C2	W/D to HoS/isolation	Behaviour team
Sanction 2- Repeated C2 in the same day	Isolation	Behaviour team meeting
C3	Isolation	Behaviour team meeting

Mobile phones /Jewellery

Mobile Phone	
Confiscation 1	Returned to pupil at end of day
Confiscation 2	Returned to parent after 1 week
Confiscation 3	Returned to parent at end of half term

In relation to mobile phones, pupils' phones confiscated may borrow one of our non-smart phones which will accept their sim card. This way parents/carers who are concerned about safeguarding concerns can rest assured that your child still has a phone for the journey to and from school. We ask parents/carers to fully support this

Where pupil behaviour is persistent, we will look to work with families and the pupil to put support in place in the form of a Individual support plan (ISP) to create individualised strategies to help that pupil get back on track. A **Reintegration plan** will be devised after a period of reflections or exclusion.

Other Support Given to Pupils

A variety of support is given to pupils who are routinely receiving consequences or detentions as a consequence of their behaviour falling short of the community's standards:

1. If appropriate, Pupils may have restorative conversations with the teachers who gave them the consequence. This provides pupils the opportunity to apologise.
2. Pupils may be given self-control mentoring from a Family Support Worker (FSW).
3. Persistently disruptive pupils are positioned in every subject in a way that is designed to reduce the temptation to misbehave.
4. Pupils who persistently fail to complete their homework are supported with reading club and homework club after-school.
5. Persistently late pupils have phone calls and letters home from the Attendance team and senior leaders.
6. Pupils who persistently fail to meet the required standards of behaviour, homework or punctuality may be placed on ISP report, during which time they will meet with their Family Support Worker at the start and end of each day to discuss their current targets.

Isolation

Isolation Referral starts at 8.30am and ends at 4pm. Pupils in isolation referral must not be within a 500-metre radius of the school before 8.15am or they will be sent home and given a fixed term exclusion for that day. However, if a pupil is only told that morning that they are to be in isolation referral then they will begin referral at 8.30am or when they arrive – whichever is sooner. If pupils arrive late to referral then they will receive late detentions as normal, extending their stay until up to 5pm. Any late detentions not sat in this time will be sat the following day.

In isolation referral, pupils are provided with work covering all core subjects and will practice GCSE Poetry during their time in the centre. Pupils are also provided with a packed lunch. In order for a pupil to return to lessons, a reintegration meeting must take place with a member of the pastoral team or pastoral Senior Team and the pupil's parent. The pupil will remain in isolation referral until that reintegration meeting is scheduled. If the parent fails to attend the reintegration meeting, then the child will be placed back in isolation referral until a new meeting is scheduled.

If a pupil refuses to go to referral they will be sent home. If a child is sent home for refusing to go to isolation referral, or if their parent opts to take their child out of isolation referral against the wishes of the School, the pupil will sit an external exclusion of two days, followed by two days in isolation referral. The original number of days in referral will then need to be completed before the pupil is allowed to return to lessons.

Type of behaviour	Warning/consequence	C2 (30 minute detention)	Isolation/Saturday detention	External exclusion
C1's			Accumulation of C1's 5+ week	
C2 X3 In one day		Upscaled DT (40)		
C3 X2 in one day			Isolation all day upscaled DT (40)	
Failure to follow instructions – calling out	Initial warning issued	Second instance – removed to head of subject/isolation	Continued poor behaviour	
Forgot a piece of equipment -- Checked by teacher in Period 1		Character detention		
Punctuality to academy		Character detention/isolation		
Punctuality to lesson		Character detention/isolation		
Homework not done		Homework detention		
Chewing, eating drinking in inappropriate place		Character detention	Repeated offences placed in isolation and contact parents	
Uniform incorrect / nail polish or false nails	Opportunity to correct on same day or week	Character detention	Opportunity to correct before escalation	
Inappropriate hair – lines / patterns shaved	Letter sent home initially		Repeat behaviour	
Refusal to follow instructions	Initial warning issued	Second instance – removed to head of Faculty and detention issued	Continued poor behaviour	Further refusal could lead to isolation
Inappropriate use of mobile phone or any		Confiscated and given to reception and follow policy	Refusal to comply	

Smart watch in school				
Internal / external truancy			Isolation and Saturday detention	Refusal to comply
Argumentative with staff failing to show respect	Initial warning given	Character detention given if behaviour not corrected		
Inappropriate language		Character detention given if heard by staff		
Wilful damage of a pupil's property		Required to pay, apologise and character detention		
Acting with aggression towards another pupil causing a disturbance to the good order of the academy – including social media usage			Depending on the level of disturbance and severity possible Isolation	
Unprovoked assault on student			Depending on the level of disturbance and severity possible Isolation or FTE/PEX and police involvement	
Swearing, aggression, insulting member of staff – including social media usage			Depending on the level of disturbance and severity possible Isolation or FTE/PEX and police involvement	
Assault on member of staff				Perm. Exclusion
False allegation against a staff member				Perm. Exclusion
Wilfully undermining the security of the			Depending on the level of disturbance and severity	

academy (e.g. letting in strangers)			possible Isolation or FTE/PEX and police involvement	
Sexual, homophobic, racist harassment			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called
Carrying dangerous items			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called
Theft and handling stolen goods			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called
Dealing taking or possessing illegal substances			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called

Confiscation, searches, screening

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

Pupils will be searched if it is deemed that they have some items contravening the school rules, illegal or a risk of safeguarding potentially on their person. The searches will take place with two persons present and where possible by a person of the same sex. Parents will be notified that the search is taking place and this will be logged on our child searched list for record keeping. The allocated people authorised to carry out the searches are the SLT and pastoral staff. Staff will also periodically screen for electronic cigarettes as per dfe guidance.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, **although we recognise that not every incident of misbehaviour will be connected to their SEND.** Decisions on **whether a pupil's SEND had an impact on an incident of misbehaviour** will be **made on a case-by-case basis.**

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like, for example :

- Reflections
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- ISP's

9. Pupil transition

9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Pre-Emption Strategies

All Year 7 pupils are explicitly taught, and deliberately practise, our silence, entrance, exit and toilet routines and rules in their first week at South Shore and on any transition days. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson.

Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'
3. Named: 'David, we listen so we can learn. Thank you.'

9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

12. Links with other policies

This behaviour policy is linked to the following policies

- Vision and Values
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy