

South Shore Academy

Behaviour Policy



Approved by:	N Kay
Last reviewed on:	1/9/2026
Next Review due by:	1/9/2029

Contents

1. Aims	3
2. Statutory requirements	4
3. Policy development	5
4. Responding to behaviour	6
5. Roles and Responsibilities	22
6. Sanctions	25
7. SEND	31
8. Pupil support	32
9. Transition	32
10. Training	33
11. Monitoring arrangements	33

1. Aims

At South Shore Academy, we are committed to "**Creating The Foundations of Future Greatness**". Our behaviour policy reflects our core values of Ambition, Purpose, and Achievement, and is underpinned by our "Team SSA" ethos of collaboration, mutual support, and collective success. We believe that positive behaviour is essential for creating an exceptional learning environment where every student can reach their fullest potential and develop into well-rounded, resilient, and compassionate individuals.

Through promoting our values of **Ambition, Purpose, and Achievement**, all members of South Shore Academy are encouraged to be aspirational. We aim to positively impact upon each other and our wider community, working together as Team SSA to support one another, celebrate collective successes, and grow together.

South Shore Academy is committed to ensuring that our pupils master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our pupils to understand their role in developing a common purpose across our academy community and beyond.

We believe that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of academy life is necessary. We seek to create a caring learning environment where each person demonstrates our core values through their actions and interactions.

Our specific aims are to:

- Have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve their ambitions and reach their fullest potential
- Ensure all pupils develop the positive learning habits and character they need to be successful in the academy, in their future lives, and as contributors to society
- Realise and celebrate the potential of all pupils through promoting independence, self-discipline, and personal responsibility aligned with our values of Ambition, Purpose, and Achievement
- Create an environment in which pupils are enabled to become mature, self-disciplined, resilient, and compassionate individuals who understand their unique path to future greatness
- Foster the "Team SSA" ethos where students support one another, work collaboratively with shared goals and mutual respect, and celebrate both individual and collective successes
- Collaborate closely with families, fostering positive conduct and addressing any challenges that arise in partnership
- Value consistency of high expectations across all aspects of academy life, ensuring fairness and clarity in our approach

We are committed to consistency in applying these expectations, recognising that this creates a secure and supportive environment where all students can thrive.

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

Our Behaviour Culture at South Shore Academy

South Shore Academy is built upon mutual respect, ambition, and collective achievement. We believe that positive behaviour is the foundation upon which we build future greatness for every student.

Our Expectations

We expect our pupils to demonstrate respect through their language and actions. Our pupils will 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 the academy, reflecting our values of community and kindness.

At South Shore Academy, we are all part of Team SSA. Teachers and pupils work together with shared goals and mutual respect. Teachers are our team leaders, guiding students towards their ambitions and helping them discover their unique path to future greatness. All pupils know that they must follow the guidance and instructions of their teachers, who are committed to helping every student reach their fullest potential.

Rewards and Consequences

At South Shore Academy, pupils are recognised and rewarded for making positive behaviour choices that reflect our values of Ambition, Purpose, and Achievement. We also take action to remind pupils of the consequences of poor choices, because we are committed to helping every student develop the self-discipline and character needed for success.

South Shore Academy staff have high expectations because they are invested in making our students 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. Every intervention, whether a reward or a consequence, is designed to support students in becoming resilient, compassionate, and well-rounded individuals who are prepared to make a positive impact on the world.

Kindness and Support

South Shore Academy teachers care enough to challenge. Every time a teacher gives a pupil a demerit or a sanction, 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 into responsible, successful adults who can achieve their ambitions.

Team SSA means we support one another and celebrate collective successes. It is expected that if somebody drops something, SSA pupils help them pick it up. If someone trips up, SSA pupils check to see they are alright. SSA pupils do not laugh at people; SSA pupils help them. If any pupil hears about anybody being unkind to another member of Team SSA, 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, everybody is kind to one another, and everybody is committed to achieving their personal best. Through working collaboratively, with shared goals and mutual respect, our students will not only achieve outstanding academic results but also develop the character, leadership skills, and sense of responsibility necessary to become truly great young people.

The SSA Way

All members of staff are expected to actively promote and model 'The SSA Way', which is a core set of expectations developed through consultation with all stakeholders. As an academy, we have made it really clear for every area of the academy what we expect from pupils at South Shore Academy. High standards in everything across the academy is entirely compatible with a friendly, happy, positive academy environment, 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.

The South Shore Academy community believes in a harmonious and inclusive environment, built on the values of Ambition, Purpose, and Achievement, which 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 backgrounds are welcomed and valued; an academy that pupils love and in which they openly speak about feeling supported and inspired. We expect at all times, from all our community, to live out our values in everything we do, working together as Team SSA to create the foundations of future greatness.

Leadership Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion at any point to help South Shore Academy pupils make better choices and learn the right lessons, always acting in the best interests of students and in line with our commitment to developing well-rounded, resilient, and compassionate individuals.

4. Responding to behaviour

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

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 08.30 each day so that they are ready for the day's learning. Failure to be in school for 08.30 will result in a same day 30 minute detention. If a pupil arrives after 08:45 but before 09:14 a 45 minute detention will be given. Pupils who arrive late to school after 9.15am are expected to sign in at reception and go straight to the reflection room for isolation and mentoring and will receive a 1 hour detention.

Pupils are expected to attend school every day of the school year. Anything less than 96% 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, in order to welcome pupils for a prompt start to the day.. Pupils will head directly to their Morning Meeting space.

At the start of the year we give a 'pack' and any necessary equipment to all the pupils so they are ready for the year. The morning meeting session gives teachers 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 a Family Support Worker during Morning Meeting. Failure to have a timetable will result in a demerit.
- Smart & correct uniform (no make-up, nails, eye lashes, jewellery)– coats off inside the school building
- the correct equipment : black pen, purple pen, pencil, ruler and jotter
- homework book
- PE kit (on PE days)

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 and follow the meeting lead's instructions.

Sickness and absence

Parents know their child best and can evaluate if they are well enough for the school day.

Before making a decision, consider these quick checks:

- Daily activities: Is your child too unwell to manage a normal school day?
- Contagion: Could their illness spread to classmates or staff? (For instance, stay home for chickenpox, but attend with a mild cold.)
- Severity: Would you take a sick day off work for these exact symptoms?

Pupils should return to school as soon as they feel fit.

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 dietary intolerances or epilepsy, so we can establish an appropriate health care plan. .

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 demerits and detentions.

When pupils arrive at their next lesson, they enter the room; **the teacher will greet pupils at the door.** In the very 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.

We encourage pupils to use the toilet at the appropriate times such as break and lunch. The toilets should be used at break and lunch times. Pupils should not go to the toilets in the last five 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.

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

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 demerit.

Classroom

At the start of lessons, pupils are expected to enter the room, stand behind their space and remove their core equipment from their packs. On the teacher's signal, pupils will sit down and complete the 'Do Now' task as part of the established routine. **This will include having books, packs, 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.

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 demerit. Further demerits will ensue if behaviour is not corrected. Any pupil who receives three demerits in a lesson will be removed from the classroom and placed in the reflections unit.

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.

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 demerits 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, 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 ensure all pupils have the core equipment. 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, if required, with these at the start of the year:

- Jotter
- 1 black pens
- 1 purple pen
- Pencil
- Ruler
- PE Kit (on the days they have PE)
- A sensible and suitable rucksack bag (handbags are not suitable for school)

Form tutors will check for equipment every morning. Failure to bring the correct equipment will result in a 30 minute 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.

South Shore Way 3 – Respectful to Everyone We Meet

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.

If a pupil feels uncomfortable approaching the member of staff then they should speak to a Family Support Worker or a 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.

South Shore Way 4 – Determined to Succeed

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.

Academy 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
- Nothing in hands
- Track the teacher

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.

Nothing in hands

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 a 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.

South Shore Way 5 – No Excuses

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.

Academy 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, into their packs and then into their school bag. Pupils should check their packs to make sure they have all the correct equipment for the following day.

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 that 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.

South Shore Way 6 – Aspirational for All

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.

Rewards – Praise & Recognition

At South Shore Academy, we see a good set of exam results as a reward itself for hard-work. However we still want to encourage our pupils to have high aspirations in life and this is reflected in the high academic targets and standards we set as an academy. Pupils will receive merits and awards for good behaviour, attendance, for working well, and for achieving in their lessons.

Types of Praise and Recognition

Daily Recognition

Merits – awarded for exceptional work, effort, or demonstration of academy values.

Gratitudes – public appreciation given in lessons, morning meetings, and family dining.

Pupil of the Day – daily recognition of at least three outstanding pupils per year group.

Golden Tickets – awarded for exemplary behaviour or achievements.

Weekly and Termly Recognition

Merit Awards: Pupils earn awards based on their accumulated merits:

- **Bronze Award:** 250 merits (bronze star badge and certificate)
- **Silver Award:** 500 merits (silver star badge and certificate)
- **Gold Award:** 1000 merits (gold star badge and certificate)
- **Platinum Award:** 2000 merits (platinum star badge and certificate)
- **Sapphire Award:** 2500 merits (sapphire star badge and certificate)
- **Ruby Award:** 3000 merits (ruby star badge and certificate)
- **Diamond Award:** 5000 merits (diamond star badge and certificate)

Attendance Awards:

- 100% Attendance badges awarded termly.
- Recognition in assemblies and social media.
- End-of-term special events for pupils with 100% attendance and no behaviour points.

Rewarding Excellence in Conduct and Character

- Pupils demonstrating **outstanding leadership, kindness, or resilience** may receive personalised gratitude cards and merit acknowledgement
- High-achieving pupils may receive **special privileges**, such as participation in leadership opportunities with our visitor

5. Roles and responsibilities

The governing board

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

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)

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.

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.

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

Consequences for poor behaviour

A **demerit** is given as a corrective reminder if a pupil makes a bad choice, breaks an academy rule, or for:

- Minor misbehaviour around academy/corridors (running, wrong side, intentionally out of single file, dawdling etc.)
- Eye rolling, tutting, turning away from teacher when been spoken to
- Coats on inside the building
- Persistently not tracking, not SLANT-ing or not concentrating
- Sloppy uniform (untucked shirts, rolled up skirts, no blazer during transition etc.)
- Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
- Note-passing in class
- Doodling in book, jotter or on self
- Sloppy written work in lessons
- Poor effort in lesson
- Anything else the teacher deems appropriate
- Late to lesson, 3 minutes or more

Detentions are given if a pupil continues to make a bad choices, breaks an academy rule, or for:

- Missing item of uniform
- Missing item of equipment
- Lateness to academy (length of detention depends on time of arrival)
- Wearing banned items (eg false lashes, false nails, nail varnish, jewellery)
- Hesitating in handing over confiscated items
- Eating/drinking banned food

- Chewing gum or having gum in your possession.
- If a phone is confiscated
- No Homework which includes Reading Plus – this is a 30 minute detention.

IFTE (Internal Fixed Term Exclusion) is from 8.30am–4.00pm and is for at least 1 day. The number of days spent in IFTE is at the Headteachers' discretion but reasons for being placed in reflection may include:

- Failing to attend detention
- Failing to complete detention due to parent removal
- Serious misconduct
- Severe refusal to follow instructions
- Arriving to the academy in incorrect uniform and refusing to change or with an inappropriate hair style
- Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
- Discrimination or prejudice towards another pupil
- Major incident, or damaging the academy's reputation
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff
- Play fighting
- Absconding from detention
- Receiving 6 or more demerits in one day
- Failing to attend compulsory homework club or intervention
- Extremely bad reactions
- Swearing- verbal or in writing to someone or in general conversation
- Anything deemed appropriate and not covered above

Pupils who go into IFTE before 2.30pm (M-W) & 1.30pm (T-F) for 6 demerits will stay until close of IFTE that day and have a new opportunity in lessons the following day. Any pupil in reflection must hand their phone in, this is kept for the duration of the reflection time.

Pupils who are added to reflection for uniform/equipment or haircuts finish the academy day at normal finishing time.

External Exclusion is at the discretion of the Headteacher and can include but is not limited to the following.

- Breach of academy rules
- Persistent disruptive behaviour
- Persistent attitudes or behaviour which are inconsistent with the ethos of the academy
- Extreme defiance
- Extreme rudeness
- Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti
- Use of discriminatory language
- Cheating, including plagiarism
- Sexual harassment
- Sexist, racist or homophobic abuse
- Failure to go to IFTE
- Anything deemed appropriate and not covered above

Fixed Term Suspension is at the discretion of the Headteacher and for:

- Persistent disruption and disrespect
- Serious violation of academy rules

Off Site Direction (OSD) is at the discretion of the Headteacher:

- Pupils at risk of permanent exclusion
- Pupils who persistently break the academy rules and require a fresh start elsewhere

Governors' Behaviour Hearing & Permanent Exclusion Panel is at the discretion of the Headteacher for:

- Persistent refusal to follow academy rules
- Persistent disruptive behaviour
- Persistent attitudes or behaviour which are inconsistent with the ethos of the academy
- Extreme defiance
- Extreme rudeness
- Possession or use of weapons
- Malicious accusations against a member of staff
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- Other serious misconduct/assault/aggression towards a member of the academy community or which brings the academy into disrepute (single or repeated episodes), on or off the academy premises
- Sexual, homophobic, racist harassment
- Wilfully undermining the security of the academy
- Theft and handling stolen goods

Suspension can also be used where one of the following is evident:

- Parental breach of contract with the academy or failure to support sanction
- Parents causing serious or repeated nuisance on the academy premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the academy into disrepute
- Serious disagreement (on the part of the parents or the pupil) with, or
- Contravention of, the academy's policies on social inclusion, diversity or equality

Pupil Support

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

- Pupils will have restorative conversations with a member of the pastoral team.
- Pupils may be given self-control mentoring.
- Pupils who persistently fail to complete their homework are supported with reading club/homework club/intervention clinics after-school.
- Persistently late pupils have phone calls and letters home from the pastoral team and Senior Team.
- Pupils who persistently fail to meet the required standards of behaviour, homework or punctuality may be placed on a behaviour plan, during which time they will meet with a member of the pastoral team in the detention hall at the end of each day to discuss their current targets. Failure to report will result in IFTE from the end of the academy day until reflection shuts.
- If a pupil comes off a behaviour plan there will be a half-term monitoring period. If a pupil receives two or more behaviour detentions in one day or is involved in an incident of extreme misbehaviour or defiance then they will automatically go back on report.
- Pupils who do not respond well to the behaviour plan will be escalated through the behaviour system

Confiscations

Mobiles/smart watches

Reasons for confiscation

1. A pupil's phone/smart watch is seen or heard on the academy site.
2. A pupil is found to be carrying more than one mobile phone (in this case, all of the phones are confiscated).
3. A pupil's phone is found to be turned on while on the academy site.
4. Pupil calls or messages home during the day
5. A pupil has been involved in inappropriate social media activity.

Time period

Mobile Phone	
Confiscation 1	Returned to pupil at end of day -Detention
Confiscation 2	Returned to pupil at end of day -Detention - Phone call home
Confiscation 3	Returned to parent

Further consequences

- If any phone is confiscated, the pupil will receive a detention.
- If they refuse to hand it over or if they pretend it was not theirs, the item is confiscated until the end of the half-term if the first offence and pupil will be placed in reflection.
- If a parent refuses to support the academy a suspension will be issued.
- If a pupil's phone has been confiscated due to the pupil's involvement in inappropriate social media activity that subsequently involves an academy investigation, then the phone will not be returned until the end of the confiscation period and until after a parent meeting has taken place.
- Subsequent breaches of the ban will result in the Headteacher considering an **Exclusion** (FTE), and that further failure to comply will result in consideration of a **Permanent Exclusion (PEX)**.

Some families like their children to carry a phone for safeguarding purposes. Please be assured that if a child does not turn up the academy will contact the family directly within an hour of the morning register being taken. This reduces the need for pupils to carry phones. Furthermore, pupils' with confiscated phones 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 the academy.

Uniform standards

If a pupil has no tie, they will be given one by the office and the parent pay account is charged. If the tie is returned the following day the charge will be deducted. A uniform detention is logged. If a pupil has incorrect shoes, shirt, trousers or blazer, they are collected by the pastoral team to call parents to bring in the correct uniform or borrow from the pastoral office and a uniform detention is logged.

If a parent is bringing the items in, the pupil will be placed in reflection until someone is able to bring in the correct uniform. If a pupil has to go home in order to change, then they might be set late detentions at the discretion of the Pastoral Lead or SLT. Non-essential items of clothing and other accessories that are not acceptable according to the uniform and appearance, can be confiscated by teachers. Please see the uniform policy for details of unacceptable items and confiscation rules.

Investigations

The Pastoral team might sometimes deem it necessary and appropriate to conduct investigations into pupils' behaviour in the case of suspected bullying or misbehaviour outside of the academy. We reserve the right to ask pupils to show their social media accounts on their phone or any online activity which might contribute to the progress of the investigation. This does not count as a confiscation and pupils can expect their phones to be returned to them at the conclusion of the investigation unless they have been found to be involved in bullying or inappropriate social media activity. In this case the phone will be confiscated as per the policy. Any pupil who refuses to cooperate with the investigation will be placed in IFTE.

Searching and contraband

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 academy 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 has taken 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.

There are a number of items that are not allowed in the academy. Chewing gum is expressly forbidden. When pupils start the academy, they are told which items are permitted and which are not. The table below is a list of these items, with the consequences that pupils can expect if they are in breach of the rules. In order to encourage honesty, the consequence for bringing any contraband items into the academy is always lessened if pupils own up before a search takes place.

Items allowed on person	
Hand sanitizer and tissues	
Vaseline (blue, green, brown)/Carmex/ lip-balm which is not “beauty-enhancing”	
Phones (switched off)	
Money/Bus Pass	
Sanitary products/tissues	
Items ONLY allowed in bag	Sanction (if found on the person)
Combs/brush	Automatic detention (30 mins)
Deodorant	Automatic detention (30 mins)
Mirrors	Automatic detention (30 mins)
Items not allowed on bag OR person	Sanction (if found on the person)
Any prohibited snacks/drinks**	Automatic detention (30 mins)
Chewing gum	Automatic detention (30 mins)
Cosmetics/Aerosols	Automatic detention (30 mins)
Vapes*/Lighters/Cigarettes	1 day in IFTE

*You must be over 18 to buy vapes. Pupils buying vapes are breaking the law. If you are aware of any individual or shop selling vapes to South Shore Academy pupils, please contact the academy.

**Fizzy drinks, sweets or large share bags of sweets/large share bags of crisps are not allowed. These will be confiscated and destroyed immediately by any member of staff that sees them. Children are allowed single bags of crisps and single chocolate bars or biscuits.

Banned and confiscated will be kept until the end of each academic year

Policy on Bag and Pocket Checks

In order to deter pupils from bringing contraband items onto the academy site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, pupils are asked to remove their blazers and both blazer pockets and bags are searched. In rare and extreme circumstances, usually when the academy has received information that a pupil may have brought an offensive weapon to the academy, such as a knife, members of staff may undertake a search using a metal detector. In this instance, a search is undertaken by at least two members of staff of the same gender as the pupil, one of whom will use the metal detector to search for metallic items on the pupil.

Eligibility for Representation and Non-Curricular Trips

At South Shore Academy, we believe that representing the academy and taking part in educational visits is a privilege that should reflect our values of kindness, respect, and responsibility.

We recognise that participation in sport, enrichment activities, and educational visits can play a vital role in supporting pupils' engagement, attendance, personal development, and sense of belonging.

However, in exceptional circumstances, where a pupil's behaviour, attitude, or conduct falls significantly below the standards expected, the academy may decide that it is not appropriate for that pupil to represent the school or attend a non-compulsory trip or event.

This may include situations involving repeated serious misconduct, concerns regarding safety, persistent defiance of academy expectations, or behaviour that risks bringing the academy into disrepute.

Any decision to withdraw a pupil's eligibility to:

- Represent the academy in sports teams or extra-curricular events; or
- Attend non-compulsory trips and activities not directly linked to the curriculum,

will be made on a case-by-case basis at the discretion of the Headteacher and pastoral team, taking into account the individual circumstances, recent behaviour record, and the best interests of both the pupil and the wider academy community.

The purpose of this approach is not to punish, but to maintain high standards and ensure that those representing South Shore Academy demonstrate the values and conduct expected of all members of our community.

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help South Shore Academy pupils make better choices and learn the right lessons.

Other Detentions

Late Detentions	
Late to school	30 minutes
Late after 8:45	45 minutes
Late after 9:15	60 minutes

Standards Detentions (issued during Morning Meetings)	
Missing homework	30 minutes
Missing equipment	30 minutes
Make up (nails, eyelashes, lip liner)	30 minutes

Behaviour Detentions	
Chewing gum	30 minutes
Make up (eyelashes, nails, lip liner)	30 minutes
Confiscated item (including mobiles)	30 minutes
Extreme behaviour	60 minutes

Demerit guide	
1 Demerit	Warning
2 Demerits	Warning 2
3 Demerits	Detention 1 Withdrawal from lesson x 3 demerits in the same lesson
4 Demerits	Detention 2
5 Demerits	Detention 3
6 Demerits	IFTE

Detention dismissal		
Number of detentions/demerits	Detention	Detention Length
No detention (1 demerit)	No	N/A
No detention (2 demerits)	No	N/A
Detention 1 (3 demerits)	Yes	15 minutes
Detention 2 (4 demerits)	Yes	30 minutes
Detention 3 (5 demerits)	Yes	45 minutes
Detention 4 (6 demerits)	Yes	60 minutes

* On Thursday & Friday all of these times are 1 hour earlier.

Any detention that is missed by a student will result in time spent in Reflections and the detention will be rescheduled for the following day.

To support pupils in remembering to attend and to prevent consecutive missed sanctions, any pupil who misses a scheduled detention may be required to hand their mobile phone to the Pastoral Team at the start of the day of their rescheduled detention.

The phone will be collected by a member of the pastoral team during Morning Meeting, stored securely and returned only once the rescheduled detention has been successfully completed. Any pupil removed from lessons will be required to hand their phone over which will be returned after the completed detention.

Multiple Detentions

When a student incurs multiple detentions on the same day (e.g., a combination of automatic detentions for uniform, equipment or homework and demerit detentions for behaviour in the day), the final finish time for their detention will be determined by the **total cumulative number of detentions**. However, the maximum length of detention will be 1 hour.

- **Example 1:** A child forgets their homework (1 Standards Detention) AND receives 3 demerits for behaviour in lesson (counts as a behaviour Detention)
 - **Total Detentions:** 1 (Automatic) + 1 (Behaviour) = **2 Detentions**
 - **Result:** Student stays for 45 minutes
- **Example 2:** A child is late (1 Standards Detention) AND forgets their homework (1 Standards Detention) = Result: 30 minutes detention
- **Example 3:** A child is late (1 Standards Detention) AND forgets their homework (1 Standards Detention) = Result: 30 minutes detention
- **Example 4:** A child forgets their equipment (1 Automatic Detention) AND forgets their homework (1 Automatic Detention) AND receives 3 demerits.
 - **Total Detentions:** 1 (Automatic) + 1 (Automatic) + 2 (behaviour) = **1 hour detention**

PE Kit and Participation

At South Shore Academy, we are committed to ensuring all pupils fully participate in every aspect of their education, including PE. Pupils should bring their kit to every lesson (even if they are excused) so they can still participate within the lesson as a coach, scorer or umpire. Medical evidence is required from the doctors or hospital if the pupil is excused for more than two weeks. Each time a pupil fails to bring their PE kit, they will receive a same day 30 detention. If a pupil fails to bring their PE kit four times in a half term they will then be required to attend a 1 hour detention.

Toilets

Pupils are expected to use the toilet facilities before school, at break, lunchtime, and after school to minimise disruption to learning. Pupils with medical needs will be noted on the school system and should speak to their teacher if they require access outside these times. Where appropriate, the school will issue discreet adjustment passes to allow pupils to use the toilet without needing to continually ask.

7. Responding to misbehaviour from pupils with SEND

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.

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 behaved in a dysregulated manner at the time due to their special educational needs or disabilities
- Whether the pupil is likely to behave aggressively due to their particular SEND?

When considering a behavioural sanction for a pupil with SEND, the academy will take

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.

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.

Monitoring arrangements

Monitoring and evaluating academy behaviour. The academy 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 academy behaviour culture

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

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

- By protected characteristic

The academy 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 academy will review its policies to tackle it.

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.

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

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.'

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

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.

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
- Child protection and safeguarding policy
- Anti-bullying policy