

Salford City Academy

Behaviour & Rewards Policy



Salford City Academy
The best in everyone™
Part of United Learning

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Contents	
1.	Introduction 1.1 Statutory Framework and Guidance 1.2 Links to Other Policies
2.	Vision and Aims 2.1 Vision 2.2 Aims
3.	Roles and Responsibilities 3.1 The Governing Body 3.2 The Principal 3.3 Teachers and Staff 3.4 Parents and Carers 3.5 Students
4.	Promoting Excellent Behaviour 4.1 Behaviour Curriculum 4.2 Rewards
5.	Responding to Behaviour 5.1 Disruption-free Learning 5.2 Banned Items 5.3 Mobile Phone Pouches (Year 7 – September 2026 Cohort) 5.4 Confiscation and Searches 5.5 Reasonable Force 5.6 Off-site Behaviour (<i>behaviour not on school grounds</i>) 5.7 Online Misbehaviour 5.8 Suspected Criminal Behaviour 5.9 Zero-tolerance Approach to Sexual Harassment and Sexual Violence 5.10 Malicious Allegations 5.11 Punctuality
6.	Bullying 6.1 Types of Bullying 6.2 Signs of Bullying 6.3 Reporting and Support 6.4 Stepped approach to address bullying 6.5 Sanctions 6.6 Roles and responsibilities 6.7 Protection for pupils, parents and staff 6.8 Academy Anti-bullying strategies 6.9 Monitoring and review
7.	Sanctions 7.1 Reflect 7.2 Detentions 7.3 External Suspension 7.4 Permanent Exclusion
8.	Preventative measures to school exclusion 8.1 Off-site Placement 8.2 Off-site Direction 8.3 Alternative Provision 8.4 Incoming OSD
9.	Additional Support 9.1 Early Intervention 9.2 Special Educational Needs 9.3 Transition
10.	Staff Training
11.	Monitoring 11.1 Monitoring and Evaluating Academy Behaviour 11.2 Monitoring this Policy

1. Introduction

Good behaviour is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally.

Behaviour Principles

The Academy's approach to behaviour is based on the following principles:

- High expectations for all students
- Consistency in implementation
- Fair and proportionate responses
- Support for all students, including those with additional needs
- Safeguarding as a priority in all decisions
- Recognition that behaviour is learned and can be improved

1.1 Statutory Framework and Guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

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

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

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

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy is also written with reference to Salford City Council's Educational Inclusion Strategy: [Salford Education Inclusion Strategy 2020 to 2023](#) which aims to ensure that our young people are in a school or educational setting which is right for them, supported by trauma informed professionals within and around the school, where their emotional and learning needs are being met, and where they feel included, valued and invested in as an individual. Salford City Academy recognises that some behaviours may be linked to underlying needs, including those associated with social, emotional and mental health (SEMH), communication and interaction, or sensory and physical profiles. Where this is the case, staff are supported to identify the potential cause and to implement reasonable adjustments. These help ensure students can access the behaviour policy fairly and consistently, without lowering expectations or compromising the safety and wellbeing of others.

1.2 Links to Other Policies

This policy refers to and is written in alignment with the following Salford City Academy policies: Exclusion Policy, Safeguarding Policy, SEND Policy, Homework Policy, Attendance Policy and

2. Vision and Aims

2.1 Vision

Our vision is that through positive relationships students are self-disciplined, happy and ready for future success.

2.2 Aims

This policy aims to inform, guide and support staff, parents/carers, and students to achieve this vision by actively promoting positive behaviour through our SCA Way and REACT values (Appendix 1).



Our approach is based on positive relationships and collaboration. The key aspects of this approach are as follows:

- Consistency is fundamental – structure, routines, positive norms, taught behaviour, high expectations and consistent consequences support a successful school-led behaviour culture.
- Positive relationships are built on structures and high expectation.
- Rewards and recognition are important – acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all students.
- Proactive and reactive approaches are both important in embedding good behaviour. Students are shown how to behave and challenged when they do not.
- Partnerships are important – collaboration between staff, students, parents/carers and external agencies/professionals ensures effective collaboration.
- Good behaviour is taught and not told. Training students and regularly demonstrating good behaviour supports students with developing good behaviour
- Leaders are highly visible and along with staff take responsibility for ensuring the best behaviour across the school.

- Staff are trained and supported in leading and supporting students with their behaviour.
- Students are individual and this is recognised in the school behaviour practice. Where a student has identified SEND or additional needs, reasonable adjustments may be applied to ensure fair access to expectations, while maintaining a calm and safe environment for all.

3. Roles and Responsibilities

3.1 The Governing Body is responsible for:

- Reviewing this behaviour policy and its effectiveness in conjunction with the Principal
- Holding the Principal to account for its implementation.

3.2 The Principal is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Ensuring that the Academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that this policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the Academy's Culture of Excellence to ensure they understand its rules and routines, and how best to support all students to participate fully in this
- 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 fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that data relating to behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

3.3 Teachers and staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing this behaviour policy consistently
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised and inclusive approach to behaviour management, including making reasonable adjustments where needed for students with SEND, SEMH, communication, or sensory needs.
- Considering their own behaviour within the Academy's Culture of Excellence and how they can uphold Academy rules and expectations
- Recording behaviour incidents promptly

- Challenging students to meet the Academy's expectations.
- Delivering our 'SCA Promise' (see Appendix 2)
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

3.4 Parents and carers, where possible, should:

- Get to know the Academy's behaviour policy and reinforce it at home where appropriate
- Read, support, and sign the 'Parent Promise' (see Appendix 3)
- Support their child in adhering to the Academy's behaviour policy (including ensuring your child wears the correct uniform and brings the expected equipment every day)
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor or Inclusion Leader promptly
- Take part in any meetings following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the Academy directly (see Section 11 of this policy), whilst continuing to work in partnership with the Academy
- Give feedback via the United Learning Annual Survey and termly Parental Behaviour Survey which will be sent through email (or a paper copy can be provided, on request)
- Take part in the life of the Academy and its Culture of Excellence.

The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Academy's policy and working in collaboration with them to tackle behavioural issues.

This communication will provide information on positive behaviours and behaviour incidents. The Arbor App will be the primary form of communication in such instances and behaviour communication will be in reference to the Academy's Culture of Excellence values. For example, positive behaviour – demonstrating excellence. Information on behaviour will also be provided through the Academy's academic reporting system with judgements on attitudes to learning being provided for each subject.

○ Students:

Students will be made aware of the following during their induction into the Academy and reminded regularly of SCA Way and REACT values. This will be done through the behaviour curriculum in form time, assemblies and lessons:

- The expected standard of behaviour they should be displaying at the Academy via the 'Student Promise' (see Appendix 4) and through the SCA Way:
 - Work hard
 - Demonstrate respect
 - Be a role model
- That they have a duty to follow this Behaviour Policy
- The Academy's key rules and routines and sanctions
- The rewards they can earn for meeting the behaviour standard
- The additional support that is available to them to help them meet the behavioural standards

- That they will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this behaviour policy.

4. Promoting Excellent Behaviour

Salford City Academy aims to create an environment where positive behaviours are promoted by proactively supporting students to behave appropriately and rewarding students for demonstrating the SCA Way and REACT values. Our approach is designed to encourage a culture of respect, responsibility, and excellence.

4.1 Student Charter

The Academy has committed to facilitating a Student Charter that offers all students opportunities to build their character and develop the skills required to contribute positively to school and to be successful in later life. The Charter will provide a range of whole school and bespoke year-specific opportunities, including leadership roles, community service projects and extracurricular activities. It is the expectation of the Academy that all students will engage in these opportunities and will be rewarded (see below) where engagement is sustained and successful. The charter for 2025-26 can be found in Appendix 6

4.2 Behaviour Curriculum

It is the Academy's view that even with excellent academic learning, unless students understand how to behave impressively and appropriately, they will be disadvantaged. For this reason, we consider the teaching of behaviour to be just as significant as academic learning and readiness.

The behaviour curriculum is centred around the teaching of routines and good habits - these are used to reinforce the behaviours expected of all students relating to the following key areas:

- **Roll-call:** Ensuring students are punctual and ready to start the day.
- **Equipment:** Encouraging students to be prepared with the necessary materials for learning.
- **Uniform:** Promoting pride in appearance and adherence to the Academy's dress code.
- **Corridor movement:** Teaching respectful and orderly movement within the school.
- **Social time:** Guiding students on appropriate behaviour during breaks and lunchtimes.
- **Community representation:** Instilling a sense of responsibility and pride in representing the Academy in the wider community.
- **Relationships with peers and staff:** Encouraging positive interactions and mutual respect.
- **Character development and self-awareness:** Encouraging self-reflection and personal growth.

The Academy recognises that some students, particularly those with special educational needs and disabilities (SEND), may require additional support to access the behaviour curriculum successfully. This may include differentiated teaching of routines, additional modelling, or reasonable adjustments in line with individual needs. Such adaptations ensure that all students can engage meaningfully with the expectations set out above, without lowering the high standards we aim to uphold for every learner.

4.3 Rewards

In order to recognise excellence, students will be acknowledged for demonstrating the SCA Way. Recognition at Salford City Academy is given in three different categories:

Continuous recognition

On a daily/weekly basis, students are eligible for rewards such as, but not limited to:

- Weekly “Proud Table”
 - Weekly Head of Year Reward
 - 1. Daily Character Cards
 - Attendance Streaks
 - Achievement Points

Termly recognition

On a termly basis, students are eligible for rewards such as:

- House colours: Awarded for contributions to house activities and competitions.
- Principal’s Award: Recognising exceptional academic and behavioural achievements.
- Attendance improvement rewards: Incentives for students who show significant improvement in attendance.
- *Offsite experiences: Opportunities for educational/reward trips and activities outside the Academy.
- Sparx Sharks Awards: Celebrating achievements in consistently completing homework in all core subjects.
- Seasonal treat: Special rewards linked to seasonal events.

Exceptional recognition

Students who excel or consistently engage in school life will be eligible for more bespoke rewards such as:

- House Honour Awards
- Principal’s Yearly Award
- Achievement evening
- Subject awards

Students will be recognised and rewarded for demonstrating good behaviour. The core principle of promoting good behaviour is that of positivity. Good behaviour will be promoted and celebrated. Behaviour that does not meet the expectations detailed above will prohibit students involvement in reward activities.

5. Responding to Behaviour

When students do misbehave, the Academy will respond promptly and consistently to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from reoccurring. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under this policy. When issuing behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The Academy will follow a clearly staged approach in supporting students' behaviour and issuing sanctions for misbehaviour. At each stage interventions and support are put in place to support the student in positively addressing their behaviour.

Stage	Behaviour	Sanctions	Intervention
1	Isolated low level mis-behaviour in lesson or social time e.g. disruption in class, playfighting at lunch	Warning from staff Remind, Reprimand, Remove as part of a graduated approach to in lesson behaviour Reflect – part/full day	Refer to Appendix 5 for interventions. Interventions will be selected based up on the behaviour stage and individual student need.
2	Several low-level mis-behaviour in a Half Term	Reflect – part/full day	
3	Repeated low-level mis-behaviour over a longer period	Repeated Reflect – part/full day OSP (short term placement at another school) FTS (fixed term suspension)	
4	Persistent low-level mis-behaviour	Repeated Reflect – part/full day OSP (Off-site Placement) FTS OSD (Off-site Direction) Permanent Exclusion (PEx)	
NA	A serious isolated incident such as: - Physical assault on a student or adult - Dangerous behaviour, behaviour that damages the academy's reputation. - Video/filming in school without permission. - Note – this is not an exhaustive list. See Exclusions below	OSP OSD FTS Permanent Exclusion (PEx)	

The personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, and with a regard to the impact on perceived fairness and consistency. Persistent failure to follow academy policy will result in an escalation of sanction and may result in a student being permanently excluded from the academy.

The interventions put in place will be carefully considered according to the behaviour stage and student. Allocation decisions are more complex than simply allocating certain interventions to a behaviour stage. The interventions in the provision table (below) address a range of intervention needs - SEMH, safeguarding, well-being, SEND and behaviour support. A referral process operates to ensure appropriateness and best impact for the student.

5.1 Disruption-free Learning

Poor behaviour may result in lost learning time, bullying, violence, anxiety and distress. It can cause some young people to stay away from school, missing vital education. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers.

To uphold the highest standards of behaviour, Salford City Academy operates a Disruption-free Learning System. This is based on the following principles:

- Every student has the right to learn in a disruption-free classroom
- Teachers have the right to teach in a disruption-free classroom
- Students are supported to make excellent progress in every lesson, every day.

To ensure that this happens, we have a 'Reflect' room (the Academy's internal suspension area), which will accommodate students who disrupt learning. The following process will be followed by all staff in lessons. The table below provides details on the reasons for warning and removals.

- A first warning (Remind): The staff member will caution the student verbally, explaining why the warning has been given and writing the students' name on the board.
- Second warning (Reprimand): The staff member will again caution the student verbally, explaining why the warning has been given and place a note next to the student's name indicating an escalation in behaviours.
- Reflect referral (Remove): If a student disrupts learning/continues the mis-behaviour after the warning they will be removed from the lesson. The student will be directed to make their way to the Reflect room.
- The student will then spend a period of time in Reflect.
- If the student complies with the standards and expectations in Reflect then they will return to lessons. If a student does not comply with the standards and expectations in Reflect then they will be required to stay for the whole day until 4pm (in some circumstances this may be the next day. This will depend on the time of the non-compliance).
- In some instances, student may receive an immediate referral to Reflect. The reasons for this are shown below

Students were consulted on what defines disruption to learning and this is incorporated into the following guidance of what constitutes a warning and referral to Reflect:

Warnings given for the following (in classroom)	Immediate Referral to Reflect	Serious or Persistent Breaches – Immediate Referral to Reflect (May Lead to Escalated or Extended Sanction)
- Disruptive talking (e.g. shouting out, talking over staff) - Off-task behaviour - Refusal to work - Low-level rudeness - Leaving seat without permission - Low-level disruption (e.g. tapping, swinging on chair, head on desk) Process: - Remind - Reprimand - Remove Any behaviour that continues after a warning and prevents effective teaching or learning will lead to escalation through the 3 Rs process.	- Escalation through the 3 Rs process Immediate Referral: - Defiance (refusal to follow instruction after warning) - Sustained or severe disruption - Late to lesson (4+ minutes) - Throwing objects in a way that could cause disruption or harm - Play fighting / unsafe behaviour during social time - Use of mobile phone (confiscated) Any behaviour that poses a risk to the safety, wellbeing, or learning of others will be escalated immediately.	- Truancy (8+ minutes late or missing lesson) - Abusive or offensive language - Discriminatory behaviour - Deliberate rudeness or disrespect towards staff, visitors, or students - Fighting or violence - Dangerous behaviour - Prohibited items (vapes, etc.) - Repeated breach of school standards (uniform, behaviour) - Threatening behaviour or intimidation - Bullying (including online / indirect where evidenced in school) - Deliberate damage to property or vandalism - Refusal to comply with Reflect staff once referred - Refusal to leave the classroom when instructed - Leaving lesson without permission (internal truancy) - Misuse of technology (e.g. recording staff/students without consent) - Bringing the school into disrepute (serious incidents on or off site) - Persistent disruption despite prior interventions Any behaviour that poses a risk to the safety, wellbeing,

		or learning of others will be escalated immediately.
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5.2 Banned Items

Prohibited items from the Academy premises and on all school trips include, but are not limited to, knives or weapons, alcohol, drugs, stolen items:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol and/or drugs
- Fireworks
- Cigarettes / vapes and/or other smoking materials (including lighters and matches)
- Stink bombs
- Water bombs
- Mobile phones that are heard or visible
- Headphones that are visible
- Aerosols
- Hooded sweatshirts / sweatshirts
- Jewellery (except watches)
- Piercings (other than one set of plain ear studs in the ear lobe)
- Make-up
- Nail varnish
- Chewing gum
- Energy drinks / fizzy drinks (other than sparkling water)
- Chocolate or sweets in quantities deemed likely to be shared / sold to others
- Pornographic materials
- Clothing that is not part of the Academy uniform, including non-approved items worn in place of or over uniform

Bringing these items onto Academy premises will result in immediate confiscation and may lead to a more serious sanction, such as suspension or even permanent exclusion, depending on the nature of the item. Refusal to hand over a banned item will result in a referral to Reflect, or a more serious sanction, dependent on the nature of the item.

Vapes/ E-Cigarettes

The toilets at SCA have been fitted with vape detectors. If the detector is triggered, any student in the toilet at that time will be subject to a search (see 5.4). Students found in possession of, using, or suspected of using a vape/e-cigarette will have the item confiscated and will receive an appropriate sanction, including an immediate referral to Reflect.

Mobile Phones

Mobile phones and smart watches are not permitted to be used by students at any time whilst on site. If a mobile phone is seen or heard, the student will be immediately referred to Reflect. The device will be confiscated and stored in Reflect, where it can be collected at the end of the school day.

If a student has a mobile phone confiscated on more than one occasion, the phone may be retained until a parent or carer comes to school to collect it.

(For Year 7 students starting in September 2026, please refer to the mobile phone pouch procedures outlined in Section 5.3.)

The only exemption to this rule is for students who use their phone for medical purposes such as the monitoring of blood sugar levels in diabetic students.

5.3 Mobile Phone Pouches (Year 7 – September 2026 Cohort)

As part of the Academy's commitment to consistency, high standards, and student wellbeing, mobile phone pouches will be introduced for all Year 7 students from September 2026. This approach may be extended to other year groups following evaluation.

The focus of this system is to ensure:

- Consistency in expectations across the Academy
- Clear and enforceable routines around mobile phone use
- A distraction-free learning environment
- Improved student wellbeing by reducing distractions, social pressures, and over-reliance on mobile devices during the school day

Expectations and Daily Procedure

All Year 7 students will be issued with a mobile phone pouch by the Academy as part of their transition

The phone pouch must be brought to school every day as part of a student's required equipment

At roll call (or during form time on wet days), students must:

- Place their mobile phone into the pouch
- Securely lock the pouch
- Visually show staff that the pouch is locked and then turn it upside down

Once checked, the pouch must be placed in the student's bag and remain there for the duration of the school day

Students are not permitted to open the pouch or access their phone at any time during the school day

Phones may only be accessed once the student has left the Academy site at the end of the day

Sanctions

Any student who fails to bring their mobile phone pouch to school, will receive a red pouch and a same-day 1-hour detention.

Any student found in possession of a mobile phone outside of the locked pouch, or attempting to access their phone during the school day, will receive an immediate fixed-term suspension (FTS)

This reflects the Academy's clear and consistent approach to maintaining high standards and protecting the learning environment

Implementation and Wider Application

This section applies to the Year 7 cohort from September 2026 only.

For all other year groups:

- Mobile phones that are seen or heard will continue to be confiscated
- Students will be immediately referred to Reflect, in line with Section 5.2

5.4 Confiscation and Searches

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

Confiscation

Any prohibited items (as listed in section 5.2) found in a student's possession will be confiscated. Prohibited items include (but are not limited to): knives or weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images, and any article that could be used to commit an offence, cause personal injury, or damage property.

Confiscated prohibited items will not be returned to the student. They will be disposed of, retained, or passed to the police where appropriate, in line with statutory guidance.

The Academy may also confiscate any item that is harmful or detrimental to discipline. These items may be returned to the student or parent/carer following discussion with senior leaders, where appropriate.

Where an electronic device is confiscated, authorised staff may examine any data or files if there is good reason to do so, particularly where there are safeguarding concerns. Data may be deleted where there is a lawful reason to do so.

Searching Students

Searches will only be carried out by authorised members of staff.

Authorised staff have the legal power to search a student without their consent where there are reasonable grounds to suspect the student is in possession of a prohibited item or an item identified in the Academy rules.

Where possible, searches will be carried out by a member of staff of the same sex as the student, with another staff member present as a witness.

Exceptions

A search may be carried out by a member of staff of the opposite sex, and/or without a witness present, where the member of staff reasonably believes that:

- There is a risk of serious harm if the search is not conducted immediately; and
- It is not reasonably practicable for a same-sex member of staff or witness to be present.

In such cases, the staff member must:

- Inform the Designated Safeguarding Lead (DSL) or Deputy (DDSL) immediately
- Ensure a written record of the search is made

Before Conducting a Search

The authorised member of staff will:

- Assess whether there is an urgent need for the search
- Consider whether not conducting the search would place others at risk
- Consider any safeguarding implications
- Explain to the student why the search is necessary
- Explain what the search will involve
- Explain where the search will take place
- Give the student the opportunity to ask questions
- Seek the student's cooperation

If a search is not urgent, staff will, where appropriate, seek advice from the Principal, DSL/DDSL, or pastoral staff.

Refusal to Comply

If a student refuses to cooperate:

- The student may receive an appropriate behaviour sanction
- Staff will seek to understand the reason for refusal
- The matter may be escalated to a senior leader

Reasonable force may be used where necessary to conduct a search for prohibited items. Any use of force must be reasonable, proportionate, and in line with the Academy's Use of Reasonable Force Policy.

Scope of Searches

Authorised staff may search:

- A student's outer clothing
- Pockets
- Possessions, including bags
- Outer clothing includes:
 - Coats, blazers, and jackets
 - Hats, scarves, gloves
 - Shoes and boots

Searches will take place in an appropriate location, out of view of other students wherever possible, and only on Academy premises or where staff have lawful control of the student (e.g. on school visits).

Searching Students' Possessions

A student's possessions may be searched:

- With the student's consent, for any item
- Without consent, where there are reasonable grounds to suspect a prohibited item or an item banned under Academy rules

Where possible, a second member of staff will be present. In urgent circumstances, a search may be conducted by a single authorised staff member.

Recording Searches

A written record will be made:

- When a search is conducted without a witness
- When a prohibited item is found
- Where there are safeguarding concerns

Informing the DSL (or Deputy)

The staff member must inform the DSL/DDSL without delay if:

- A safeguarding concern arises from the search
- The outcome indicates a potential risk of harm

Informing Parents

While there is **no legal requirement to inform parents** before or after a search, the Academy will inform parents/carers as soon as reasonably practicable if:

- A prohibited item is found
- The search results in disciplinary action
- The incident raises safeguarding concerns

Parents/carers will be informed of:

- What happened
- What was found (if applicable)
- What has been confiscated
- What action has been taken

Support Following a Search

Following any search, the Academy will consider whether the student may be at risk of harm or requires additional support. Where appropriate, staff will refer to the safeguarding team.

The DSL/DDSL will determine whether further action is required, including:

- Pastoral support
- Early help intervention
- Referral to children's social care

Safeguarding Considerations

The Academy will ensure that all searches are conducted with respect for students' dignity, privacy, and welfare. Where appropriate, consideration will be given to individual needs and vulnerabilities.

Strip searches

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

5.5 Reasonable Force

(See also Restrictive Intervention Policy)

The Academy follows the Department for Education guidance: [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)

Reasonable force refers to a range of interventions that involve physical contact with students. All members of staff have the legal power to use reasonable force where necessary to prevent a student from:

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

This power applies both on and off-site when staff have lawful control of students (e.g. on educational visits or sporting fixtures).

The use of reasonable force must always be:

- Lawful, necessary, proportionate, and reasonable
- Used as a last resort
- The minimum amount of force for the shortest possible time
- Applied in a way that maintains the safety and dignity of all involved
- Never used as a form of punishment

Where possible, staff will always attempt to de-escalate a situation before using reasonable force.

All incidents involving reasonable force must:

- Be recorded promptly in writing
- Be reported to the Principal
- Be communicated to parents/carers as soon as reasonably practicable

When considering the use of reasonable force, staff must take into account any individual vulnerabilities of the student, including SEND, mental health needs, or medical conditions.

Where reasonable force is used more than once with a student, the Academy will complete a risk assessment and positive handling plan, which will be shared with parents/carers.

Staff will receive appropriate training and guidance to support the safe use of reasonable force.

5.6 Off-site Behaviour (Behaviour Outside School Grounds)

The Academy may apply sanctions where a student's behaviour outside school impacts on the Academy community or reputation.

This includes behaviour when a student is:

- Taking part in any school-organised or school-related activity (e.g. trips)
- Travelling to or from the Academy
- Wearing Academy uniform
- Otherwise identifiable as a member of the Academy

Sanctions may also be applied to behaviour that occurs outside of these conditions where it:

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

The Academy may work with external agencies, including the police, where appropriate.

Community Expectations

Students are expected to represent Salford City Academy positively at all times.

Our expectations are that students will:

- Move safely: Walk on pavements and use crossings responsibly
- Move with purpose: Travel directly home without loitering
- Respect others: Use appropriate language and behaviour in the community

- Respect property: Avoid damaging or interfering with property or local businesses
- Represent the Academy with pride: Wear uniform correctly and act with politeness and kindness
- Use public transport responsibly: Be courteous and respectful at all times
- Use social media responsibly: Not post or share content that could harm others or bring the Academy into disrepute
- Cycle safely: Ride responsibly, wear helmets, and follow road safety rules. *(Students who do not adhere to these expectations may receive a temporary bike ban, meaning they are not permitted to travel to and from the Academy by bicycle. This will be for a specified period of time and confirmed in writing to parents/carers.)*

5.7 Online Misbehaviour

The Academy may issue sanctions for online behaviour where it:

- Poses a threat or causes harm to another student
- Amounts to bullying (including sustained or repeated incidents)
- Could have repercussions for the orderly running of the Academy
- Adversely affects the reputation of the Academy
- Causes harm or offence to others
- Involves a student who is identifiable as a member of the Academy

Sanctions may be applied regardless of where or when the behaviour takes place, where there is a clear link to the Academy.

5.8 Suspected Criminal Behaviour

Where a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the matter to the police.

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

If a decision is made to report the matter:

- The Principal or a delegated senior leader will make the report
- The Academy will not interfere with any police investigation
- The Academy may continue its own investigation where it does not conflict with police action
- The Academy will balance its duty to safeguard students with the need to maintain the integrity of any police investigation.

Where appropriate, the Designated Safeguarding Lead (DSL) or Deputy (DDSL) will make a referral to children's social care.

5.9 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The Academy takes a zero-tolerance approach to sexual harassment and sexual violence. All concerns will be taken seriously and never ignored.

Students are encouraged to report any behaviour that makes them feel uncomfortable, regardless of severity.

The Academy's response will be:

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

This approach is in line with Keeping Children Safe in Education (KCSIE).

The Academy has clear procedures for:

- Responding to disclosures
- Carrying out risk assessments
- Determining appropriate action, including:
 - Managing internally
 - Early help intervention
 - Referral to children's social care
 - Reporting to the police

Further detail is provided in the Safeguarding Policy.

5.10 Malicious Allegations

Where a student makes an allegation against a member of staff that is proven to be deliberately false or malicious, the Academy will consider disciplinary action in line with this policy.

Where allegations are found to be unsubstantiated, unfounded, false, or malicious, the Academy will work with the Local Authority Designated Officer (LADO), where appropriate, to determine next steps.

The Academy will consider whether the student who made the allegation may require support, as the allegation may indicate a safeguarding concern or a need for additional help.

The Academy will also ensure that appropriate pastoral support is provided to both the student and any member of staff involved.

Any response will be proportionate and carefully managed to avoid discouraging genuine reporting of concerns.

5.11 Punctuality

Students are expected to arrive on site by 8:25am each morning to ensure they are ready for roll call at 8:30am. Any student arriving after 8:25am will be recorded as late to school.

Students who arrive late to school will be directed to Reflect for the remainder of the period and will receive a same-day one-hour after-school detention. Repeated lateness may result in a full day in Reflect, in line with the graduated sanctions outlined in section 7.2.

Students who arrive partway through a lesson (e.g. following an appointment) will be referred to Reflect for the remainder of the period. Where a legitimate and verified reason is provided, no detention will be issued.

To support punctuality between lessons, the Academy operates a tannoy system. A timed piece of music (lasting 4 minutes) is played during lesson transitions. Students are expected to move promptly and arrive at their next lesson before the music ends.

Any student who arrives after the music has finished will be classed as late to lesson and will be referred to Reflect.

Students who arrive more than 8 minutes late to lesson (after the warning sound), or who arrive significantly late without a valid reason, will be considered to be truanting. This will result in a referral for two full days in Reflect (until 4:00pm) or a suspension, depending on the circumstances.

6. Bullying

Salford City Academy is committed to providing a safe and supportive environment where all pupils can thrive, free from bullying and harassment. Our anti-bullying policy aligns with guidance from the Department for Education (DfE) and the 'Keeping Children Safe in Education' (KCSIE) framework, ensuring a comprehensive approach to preventing and addressing bullying. We are proud to be a member of the Anti-Bullying Alliance, reinforcing our commitment to promoting a culture of kindness, respect, and inclusion.

6.1 Types of Bullying

Bullying is behaviour by an individual, or group, repeated over time that intentionally hurts another individual, or group either physically or emotionally

To be clear it is:

- **Repeated:** Occurs over a period of time.
- **Intentional:** Aimed at hurting, harming, or humiliating another individual.
- **Imbalance of Power:** Involves a real or perceived power disparity between the perpetrator and the victim.

This includes, but is not limited to:

- Verbal abuse (e.g., name-calling, teasing)
- Physical abuse (e.g., hitting, pushing)
- Emotional abuse (e.g., spreading rumours, exclusion)
- Cyberbullying (e.g., online harassment, abusive messages)
- Transphobic bullying (e.g., unwanted physical contact/ abusive comments, in relation to sexuality or gender assignation)
- Sexist bullying (e.g., abusive comments, particularly related to gender or reputational labelling (e.g. use of words like slag, slut)
- These behaviours can occur in person or through digital platforms.

Students with Special Educational Needs and Disabilities (SEND), including those with communication and interaction difficulties, sensory sensitivities, or social-emotional needs, may be

more vulnerable to bullying. Staff should remain alert to this and ensure proactive support and preventative measures are in place.

6.2 Signs of bullying

Here are a number of possible signs and behaviours which might indicate a student is being bullied:

- Being frightened of journeying to and from the academy
- Unwillingness to come to the academy
- Withdrawn, isolated behaviour • taking an unusual route to the academy
- Becomes easily distressed and / or stops eating
- Is afraid to use the internet or mobile phone
- Complaining about missing possessions
- Begins to truant
- Feels ill in the morning
- Attempts to self-harm
- Difficulty sleeping
- Has unexplained scratches, bruises and cuts
- Attempts to gain money for unusual requests (stealing is possible)
- Academy work begins to deteriorate
- Becomes aggressive, disruptive or unreasonable
- Bullying other students
- Refusal to talk about the problem
- Damaged or incomplete work
- Refusing to work in a group or with another student

While many of these signs may indicate bullying, staff should also be mindful that similar behaviours can be linked to SEND or mental health needs. Where there is uncertainty, a holistic, child-centred approach should be taken.

6.3 Reporting and Support

Pupils and parents are encouraged to report any bullying incidents to the academy promptly. Reports can be made through:

- Using our confidential email: sca.concerns@salfordcity-academy.org.
- Using our “Worry Box”, a letter box that is monitored by a member of the well-being and safeguarding team
- Confidential discussions with Pastoral Managers and/or Heads of Years

All reports will be taken seriously and addressed in a timely and sensitive manner.

6.4 Stepped Approach to Addressing Bullying

Salford City Academy employs a five-stage stepped approach to effectively manage and resolve bullying incidents:

- **Stage 1: Open Investigation**
 - Following three reports of unkind behaviour, an investigation is initiated.
 - A meeting is held with the Pastoral Manager to discuss the incident and gather information.

- **Stage 2: Case Review**
 - After reviewing the findings, if the behaviour is deemed resolved, the case is closed.
 - If the case is deemed to be bullying, there will be a restorative conversation between the victim and the perpetrator. (7 Steps)
 - Both the victim and the perpetrator are informed of the outcome.
- **Stage 3: Targeted Intervention**
 - If bullying behaviours persist, explicit interventions are implemented.
 - The pupil engages in the "Rethinking My Behaviours" program.
 - A follow-up meeting with the Pastoral Manager is conducted to monitor progress.
- **Stage 4: Escalation and External Involvement**
 - Continued bullying leads to escalation.
 - The incident is reported to the police if necessary.
 - A meeting is held with the Head of Year and SLT Link to discuss further actions.
- **Stage 5: Final Review and Potential Exclusion**
 - Persistent bullying behaviour results in a formal review.
 - The pupil's place at the academy is at risk.
 - A meeting is held with the Senior Behaviour Manager and Designated Safeguarding Lead (DSL); governors and the principal may be present to determine the final outcome.

6.5 Sanctions

Sanctions for bullying are applied in accordance with the Salford City Academy Behaviour Policy and may depend on the severity of bullying. These may include:

- Detentions
- The bully (bullies) will be asked to genuinely apologise
- Restorative conversations which will be determined by the victim
- Time in our Reflect and/or SLR provision
- Fixed-term exclusions
- Withholding from academy trips or visits
- Permanent exclusion in severe cases
- Police involvement

Where students involved in bullying have identified SEND, staff should ensure that interventions or sanctions are applied alongside appropriate support and in line with any reasonable adjustments or existing support plans.

The academy is committed to supporting both victims and perpetrators of bullying, promoting restorative practices and behavioural interventions to foster a positive and inclusive school culture.

6.6 Roles and responsibilities

6.6a All staff

All staff must be responsive to allegations of bullying and be clear that no issue is too small. It is essential that students have confidence that all allegations are taken seriously and acted upon. The incident will always be investigated and recorded on CPOMS.

- The priority is to give protection and support to the victim.
- Staff will seek advice, if necessary, from their line-manager on how to proceed.

- Staff must make it clear that the bully's behaviour is totally unacceptable – it is important that disapproval is explained in a calm and rational way – avoid bullying the bully.
- The priority is to give protection and support to the victim.
- Investigations will be made to ascertain the reasons for the bully's behaviour and, if possible, action taken to alter the behaviour of the bully or bullies.
- The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.
- An incident of bullying must be reported to form tutors / advisors / class teacher and also be recorded on CPOMS by the Safeguarding Lead / pastoral manager with what actions have been taken.
- Victims of bullying may end up believing that they deserve to be bullied – they feel powerless and vulnerable – self-esteem can be badly damaged, so it is essential that self-confidence is re-established through appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate).
- Victims must be reassured that, should any incident occur, that they must come forward again and that any escalation or repetition will be taken extremely seriously.
- The bully will be supported in recognising their anti-social behaviour and offering support to modify that behaviour.
- Sanctions, if appropriate, will be decided on the individual incidents and circumstances.
- Parents will always be informed of the incident and the outcome.
- After an incident, there must be "follow-up" to ensure that the problem does not re-surface. Experience suggests that bullying will not take place again if students know that there will be follow-up. This should take place some 2 weeks after the initial incident and then perhaps some further a term later.
- In extreme cases, the police will be informed.

6.6b Students

We expect our students to report instances of bullying, no matter how small, and we constantly educate them on the effects of bullying on the individual.

6.6c The Principal and governing body

The Principal, held to account by the governing body, has to ensure the academy is meeting its duty to prevent bullying in their academy. They must ensure that this statutory policy is reviewed annually and that it is up to date and reflects the most recent advice and legislative framework. The Principal has the right to exclude a persistent bully and will do so if they have evidence that the actions of an individual are undermining the safety of others.

6.6d Parents

We expect parents to work with us in tackling bullying and in upholding our positive culture.

6.7 Protection for Pupils, Parents, and Staff

Salford City Academy recognises that bullying can affect not only pupils but also parents and staff. This policy ensures that all members of the school community are protected from bullying and harassment. Any incidents of bullying directed at parents or staff, including online abuse and intimidation, will be taken seriously and dealt with in accordance with academy policies and relevant legal frameworks. Staff experiencing bullying will be supported through appropriate internal procedures and external professional support where necessary.

6.8 Academy anti-bullying strategies

Bullying at our academies will not be tolerated and this message will be reinforced regularly. It is important that tackling bullying is seen as an on-going process which involves all members of the academy community.

6.8a The message will be delivered through:

- Year group assemblies from heads of year and senior leaders
- PSHE schemes of work, posters and advice leaflets
- Every form tutor / class teacher
- Students should be constantly made aware that we, as an academy, we will not tolerate bullying. They must constantly be told that they should not suffer and that any teacher or supervisor is prepared to help. They should always be encouraged to talk to someone
- Duty staff and lunchtime supervisor should be particularly vigilant when patrolling the academy and playgrounds
- Subject teachers will sometimes be able to incorporate an 'anti-bully' message in their lessons, e.g. in literature, drama, discussions of current affairs etc.
- Positive relationship support programmes in place e.g. student leadership
- Cyber bullying special assemblies and lessons – students to understand the risks of social networking sites and ways to report cyber bullying
- Continuing professional development for all staff

6.9 Monitoring and Review

This policy is reviewed annually to ensure its effectiveness and alignment with current legislation and guidance. Feedback from pupils, staff, and parents is integral to this process.

By adhering to this policy, Salford City Academy strives to maintain a respectful and safe environment, embodying our core values of ambition, confidence, creativity, respect, enthusiasm, and determination.

7. Sanctions

7.1 Reflect (Internal Suspension)

When a student is referred to Reflect, the following process will be followed:

- Students will be instructed to make their way to Reflect immediately. In exceptional circumstances, a student may be escorted, depending on the situation and staff judgement.
- The referral will be logged by staff. Upon arrival, students will hand over their mobile phone, be seated, and provided with curriculum-appropriate work to complete independently.

- Students must arrive at Reflect within 5 minutes. If they fail to do so, on-call staff will be alerted to locate and escort them. Failure to arrive within this timeframe may result in an extension of the Reflect placement.
- Students will follow the Reflect timetable for the duration of their placement. Work will align with current curriculum content and will be designed for independent completion.

All students referred to Reflect will remain there until 4:00pm on the same day.

Students referred during lunch or Period 5 will complete the remainder of that day (until 4pm) and continue into the next school day until the end of Period 4 (1:20pm).

Reflect is intended to provide students with the opportunity to reset and return to lessons positively. Where a referral extends into the following day, this ensures consistency and proportionality in the time allocated.

Parents/carers will be informed of all Reflect placements and associated sanctions via the Arbor app and/or direct communication (phone or email).

Expectations in Reflect

To complete a Reflect placement successfully, students must:

- Work productively and follow all staff instructions
- Remain in their allocated seat unless given permission
- Maintain silence unless directed otherwise
- Engage in a restorative conversation with staff

Where possible, the member of staff who referred the student will meet with them during their Reflect placement to conduct a restorative conversation, reviewing the incident and supporting the student in making improved choices moving forward.

Serious Refusal, Defiance and Failure to Complete Reflect

A refusal to follow instructions in Reflect — including refusal to complete work, refusal to comply with staff directions, or refusal to enter/remain in Reflect — will be treated as serious defiance.

Where a student does not meet expectations in Reflect, or refuses to complete their placement:

- Parents/carers will be contacted immediately
- The incident will be escalated to senior leadership
- The student may be directed to an off-site placement (OSP) for a fixed period
- The student may receive a fixed-term suspension (FTS)

Completion of Reflect is non-negotiable.

Any student who fails to complete their Reflect placement, regardless of any additional sanction, will be required to complete their full Reflect time upon return to the Academy.

Failure to complete Reflect cannot be avoided through refusal, non-compliance, or escalation of behaviour.

Outcomes Following Escalation

Fixed-Term Suspension (FTS)

Students who receive a fixed-term suspension as a result of refusal or failure in Reflect will be required to complete their Reflect placement in full upon their return, before rejoining normal lessons.

Off-Site Placement (OSP)

Students who attend and successfully complete the full duration of an off-site placement will return to normal circulation within the Academy.

Students who fail to attend or complete their off-site placement will be required to complete or repeat their Reflect placement upon return, in addition to any further sanctions deemed appropriate. Failure to attend may also result in unauthorised absence and further action.

Repeated or Ongoing Concerns

Repeated failure to meet expectations in Reflect, ongoing refusal, or persistent referrals may result in:

- Further fixed-term suspension
- Extended or repeated internal suspension (Reflect)
- Off-site placement (OSP)
- Off-site direction (OSD)
- Additional pastoral or behavioural interventions

Pastoral Support and Intervention

Where a student receives repeated referrals to Reflect:

- The Pastoral Manager and Head of Year will work with the student and parents/carers to identify appropriate support and interventions

Where the student has Special Educational Needs and/or Disabilities (SEND):

- The Pastoral Manager and SENCo will work jointly to review provision

Reasonable adjustments and/or additional specialist support will be considered and implemented where necessary. Sanctions will not be automatically applied where a student's behaviour is directly linked to identified SEND or vulnerability; staff will consider reasonable adjustments and individual circumstances before applying sanctions.

7.1a Truancy

Internal truancy - defined as students deliberately missing lessons while remaining on school premises—is considered a high-level behaviour concern and a safeguarding risk. When a student is not where they are expected to be, it raises serious concerns about their safety, wellbeing, and engagement with learning.

First Instance of Truancy:

- Student will be placed in Reflect for 2 days, remaining until 4:00pm.
- Parents/carers will be contacted and issued a formal letter outlining the incident and consequences.
- The letter will serve as a warning and document the sanction applied.

Repeated Truancy:

- May result in off-site placements and/or suspensions.
- A Stage 2 letter will be issued.
- The student will be banned from external trips and reward events.
- This ban will be reviewed after 3 months, subject to improved behaviour and attendance.

This policy is designed to ensure student safety, promote accountability, and maintain a positive learning environment. Truancy undermines both individual progress and the integrity of the school community, and will be addressed with seriousness and care.

External truancy and **leaving the school site** without permission is a serious safeguarding concern; sanctions will be appropriate to the incident.

7.2 Detentions

Detentions are used where students do not meet the Academy's expectations and are an essential part of maintaining high standards.

Types of Detention

Standards Detentions (Lunchtime – 30 minutes)

Standards detentions are issued for failures to meet basic expectations. These include:

- Uniform: incorrect uniform or wearing prohibited items
- Equipment: not being fully prepared for learning
- Minor behaviour concerns, where appropriate

Standards detentions are completed at lunchtime on the same day wherever possible, or on the next school day if this is not feasible.

Late Detentions (After School – 1 hour)

Students are expected to arrive on site before 8:25am each morning.

- The school gate closes at 8:25am
- Any student arriving after 8:25am will receive a same-day one-hour after-school detention

This applies to all year groups

Late detentions take place after school and form part of the Academy's clear and consistent response to poor punctuality.

Notification and Communication

Students will be informed of the detention by the member of staff issuing it

Parents/carers will be notified via the Arbor app and/or email

The Academy operates a same-day detention system to ensure a prompt and consistent response to behaviour and punctuality.

Failure to Attend Detentions

Students are expected to attend all detentions issued.

Failure to attend a detention may result in a repeat detention or a referral to Reflect, depending on the circumstances.

A refusal to attend a detention will be treated as deliberate non-compliance and will result in an immediate referral to Reflect on the next school day.

Repeated refusal to attend detentions may result in escalated sanctions, including an OSP or fixed-term suspension.

Legal Context and Expectations

Under the Education Act (1996), schools have the legal right to impose same-day after-school detentions without prior notice.

At Salford City Academy, we place a high value on communication with families. Parents/carers are therefore notified of all detentions through Arbor.

Detentions will not be cancelled or rearranged due to convenience or transport arrangements. Parents/carers are expected to support the Academy by ensuring students attend all detentions issued.

Reasonable Adjustments and Exceptional Circumstances

Where a student has significant SEND and/or safeguarding needs, the Academy will consider reasonable adjustments in line with the Equality Act 2010. Decisions will be made on a case-by-case basis by the Vice Principal (Pastoral) or Principal, in consultation with the SENCo and/or DSL.

In rare and exceptional circumstances (e.g. a verified medical appointment or serious safeguarding concern), a detention may be deferred to the next available session. Detentions will not be cancelled, and deferrals will not be routinely granted.

Homework

It is an expectation that students complete homework for their school subjects. All homework is set on Arbor. Students will record this in their homework diaries. We aim to support students with homework completion, by having daily homework catch up sessions in the library at lunchtime. All students are welcome to attend the catch-up sessions to receive support from our homework leads. Some students will be directed to go to these catch up sessions if they need more support.

Staged approach to homework completion:

- Failure to complete homework will result in a referral to Homework Catch-Up Support
- Persistent failure to complete homework may lead to further sanctions

7.3 External Suspension

(See also SCA Exclusion Policy)

Salford City Academy is an inclusive school and every effort is made to ensure students remain in education and are supported to succeed. However, external suspension may be used where there is serious misconduct, persistent defiance, or repeated breaches of the Academy's expectations.

Suspension will only be used where necessary and proportionate, and where allowing the student to remain in school would seriously harm the education or welfare of others

Suspensions are issued at the discretion of the Principal or a member of the Senior Leadership Team (SLT). They are typically for a fixed period and are used where other sanctions have not been successful or where the severity of the incident warrants removal.

Repeated suspensions will result in an increase in the number of days issued and may lead to a Governor Behaviour Panel, where permanent exclusion will be considered.

Reasons for Suspension

(This list is not exhaustive. These behaviours may result in suspension or, in more serious cases, a higher-level sanction, including permanent exclusion.)

Students may be suspended for:

- Failure to attend or refusal to complete internal suspension (Reflect)
- Truancy or repeated truancy
- Physical assault on a member of staff or another student
- Fighting or involvement in physical aggression
- Confrontational, aggressive, or threatening behaviour
- Verbal abuse towards staff, students, or visitors
- Deliberate rudeness or a persistently poor attitude towards staff, students, or visitors
- Any behaviour that compromises the physical or emotional wellbeing of staff, students, or visitors
- Aggressive behaviour, including inciting, encouraging, or supporting others
- Bullying, intimidation, or harassment of others (including behaviour that could be deemed sexual harassment)
- Persistent disruption to learning
- Persistent defiance or refusal to follow staff instructions
- Repeated high-level disruption (e.g. shouting or causing significant disturbance)
- Misuse of the fire alarm (including deliberate activation without cause)
- Damage to Academy property or the property of others (parents/carers may be charged for repairs and the police may be informed)

- Theft
- Possession of prohibited or illegal items (e.g. drugs, alcohol, weapons, vapes/e-cigarettes, harmful substances)
- Use of a mobile phone on site, including photography or filming of staff or students without consent
- Behaviour occurring off-site (including on school trips or outside school hours), including on social media, that has a clear negative impact on the Academy community or brings the Academy into disrepute

Expectations During Suspension

Students will be provided with work to complete during the suspension period.

During this time:

- Students must not attend the Academy site
- Students should not be present in public places during school hours without good reason.
- Parents/carers are responsible for ensuring their child's safety, supervision, and completion of work

Reintegration Following Suspension

Following a suspension, students must attend a reintegration meeting with a member of staff (e.g. Inclusion Leader, Behaviour Manager, or SLT) alongside their parent/carer. As part of this process, the Academy will consider what support is required to prevent recurrence, including pastoral intervention, SEND review, or external agency involvement.

This meeting will:

- Review the reasons for the suspension
- Provide an opportunity for reflection and restoration
- Identify any support or intervention required
- Set clear expectations for the student moving forward

Where appropriate, additional support may be put in place, including pastoral intervention, behaviour monitoring, or external agency involvement to reduce the risk of further suspensions.

7.4 Permanent Exclusion

(See also SCA Exclusion Policy)

Permanent exclusion is when the Principal determines that a student must not return to the Academy. This is a serious sanction and will only be used as a last resort, unless exceptional circumstances apply.

A decision to permanently exclude will only be taken if:

(a) the student has committed a serious breach or persistent breaches of the Academy's Behaviour Policy; and

(b) allowing the student to remain in the Academy would seriously harm the learning, safety, or welfare of the student or others.

The decision to exclude a student permanently is a serious one and will only be considered as a last resort. There are two main types of situations in which permanent exclusion may be considered.

1. Persistent Breaches (Last Resort)

This is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of strategies, which have been used without success. It is an acknowledgement that all available interventions and support have been exhausted.

This includes persistent and defiant misbehaviour such as:

- Ongoing disruption to learning
- Repeated confrontational behaviour towards staff
- Continued intimidation or bullying of others

2. One-Off Serious Incident (Exceptional Circumstances)

There may be exceptional circumstances where it is not appropriate to implement other strategies and where a student may be permanently excluded for a first or single serious incident.

This may apply to behaviour that occurs within the Academy or outside of it, including in the wider community, where there is a clear impact on the safety, welfare, or reputation of the Academy, its staff, or its students.

Examples may include, but are not limited to:

- Serious physical assault or violence
- Severe intimidation, threats, or coercion
- Bullying or harassment of a serious nature
- Bringing, using, or sharing prohibited or illegal items on site, including drugs, alcohol, knives, weapons, and fireworks
- Serious incidents in the community that affect the safety, welfare, or reputation of the Academy or its members

In reaching a decision, the Principal will consider each case on its own merits. The Principal will take into account the gravity of the incident or series of incidents, whether it constitutes a serious breach of the Behaviour Policy, and the impact that the student remaining in the Academy would have on the safety, welfare, and education of other students and staff.

The Principal will also consider:

- The likelihood of the behaviour being repeated, including the student's previous record
- Any contributory factors (e.g. bereavement, mental health needs, bullying)

- The support and interventions already provided, including SEND and looked-after status
- Preventative measures already attempted (e.g. managed move, off-site direction)
- The Academy's duties under behaviour, SEND, and equality legislation
- The views of the student, where appropriate

The Principal will consult with the relevant Regional Director (or Education Director, if unavailable) before making a decision to permanently exclude, wherever possible.

A suspension should not be used in place of a permanent exclusion if the Principal believes permanent exclusion is the appropriate sanction, except in exceptional circumstances where new evidence emerges.

In line with statutory duty, these same tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee. The Committee will review the Principal's decision within 15 school days and will consider:

- The reasons for the decision
- The student's behaviour record
- Evidence such as witness statements
- The strategies and support provided prior to exclusion

Further guidance can be found in the Trust Exclusions Policy and in statutory guidance: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions/school-suspensions-and-permanent-exclusions)

8. Preventative Measures to School Exclusion

The Academy recognises that suspension and permanent exclusion are serious sanctions. As an inclusive school serving a community where many students face significant challenges, every effort is made to ensure that students remain in education and are supported to succeed.

The Academy aims to achieve the correct balance between the needs of the individual student and the wider school community. A strong focus on positive relationships and high expectations is intended to prevent behaviour from escalating to more serious sanctions.

We recognise that students may require differing levels of support, and therefore operate a graduated approach to behaviour, outlined in Appendix 5. Early intervention and targeted support are prioritised wherever possible.

The Academy utilises a range of alternatives to suspension to support students in improving behaviour and maintaining access to education.

8.1 Off-site Placement (OSP)

The Academy may use off-site placement (OSP) as a short-term intervention where a student's behaviour requires an immediate alternative to internal sanction or where a reset period is necessary.

Off-site placement is typically used for a period of 1 to 5 days and aims to:

- Provide an immediate and clear consequence for serious behaviour
- Support students to reflect on their behaviour
- Allow a short period away from the Academy to reset expectations
- Prevent escalation to longer-term interventions or suspension

During an off-site placement, students will:

- Continue to access education in an appropriate setting
- Be expected to meet the behavioural expectations of the placement
- Complete work set by the Academy and/or the provider

Parents/carers will be informed of:

- The reason for the placement
- The location and duration
- Expectations for attendance and conduct

Attendance at off-site placement is mandatory.

Failure to attend will be recorded as an unauthorised absence and may result in further sanctions, including a repeat Reflect placement, additional off-site placement, or suspension.

Following completion of an off-site placement:

- Students who attend and meet expectations will return to normal lessons
- Students who fail to engage or attend will be required to complete or repeat Reflect and may face further escalation

Where appropriate, a reintegration meeting or plan will be completed following an off-site placement.

The Academy retains responsibility for safeguarding and the quality of education during the placement.

8.2 Off-site Direction (OSD)

Where a student's needs cannot be fully met through in-school provision, the Academy may implement an off-site direction (OSD) placement as part of a planned support strategy.

Off-site direction placements are typically around 12 weeks and may be extended up to 20 weeks, with regular review points to assess progress and suitability.

Off-site direction is used to:

- Provide sustained behavioural and pastoral support
- Address underlying needs and barriers to learning over time
- Enable students to succeed in an alternative or more structured setting
- Support successful reintegration into the Academy or transition to a more suitable provision
- Reduce the risk of further escalation, including repeated suspension or permanent exclusion

During an off-site direction placement, students will:

- Access a broad and balanced curriculum
- Receive targeted support for behaviour, wellbeing, and engagement
- Be expected to meet the expectations of the host placement

Parents/carers will be informed of:

- The rationale for the placement
- The placement setting and duration
- Expectations for attendance, behaviour, and engagement

Placements will be formally reviewed at regular intervals, considering:

- Progress against agreed targets
- Engagement with learning
- Readiness for reintegration or next steps
- Outcomes of these reviews may include continuation, adjustment, or conclusion of the placement

Outcomes of Off-site Direction

Following an off-site direction placement:

- Students who meet expectations will be supported to reintegrate into the Academy with a structured reintegration plan and ongoing support
- In some cases, where it is in the best interests of the student and agreed by all parties, the placement may transition into a permanent move to the host school or another appropriate setting
- Where progress is limited or needs remain, further support planning or alternative provision may be considered

The Academy retains full responsibility for safeguarding and ensuring that the placement is appropriate and effective.

For students with SEND or additional needs, duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply, including the requirement to make reasonable adjustments and ensure appropriate provision is in place. Where appropriate, the SENCo and Local Authority will be involved in planning and review.

8.3 Alternative Placement (AP)

In exceptional circumstances, the Academy may arrange alternative placement (AP) where a student requires a more specialised or flexible educational offer.

This may include:

- Alternative education providers
- College placements
- Part-time or full-time placement tailored to the student's needs

AP will only be considered where:

- In-school interventions and/or outreach have not been successful, or
- A different educational approach is required to meet behavioural, SEND, or health needs
- Placements will be based on a clear understanding of the support required to improve behaviour and engagement.

Where a student is on the SEND register, the SENCo will be involved in planning and monitoring the placement. For students with an EHCP, the Local Authority will be consulted prior to any placement.

Where appropriate, placements will be agreed with parents/carers; however, in line with DfE Alternative Placement Guidance (2013), the Academy may direct a placement where it is in the best interests of the student.

8.4 Incoming OSD

The Academy may also accept students from other schools requiring a fresh start, following careful consideration of individual circumstances.

Placements will typically include a six-week review period, during which progress, behaviour, and suitability are regularly monitored. Decisions regarding continuation will be made in collaboration with all relevant parties.

9. Additional Support

Some students will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

9.1 Early Intervention

The Academy is committed to early intervention to support positive student behaviour and ensure that all students are able to succeed. We recognise that behaviour is a form of communication and may reflect unmet needs or underlying challenges, including those related to SEND, attendance, behaviour, and safeguarding.

Our aim is to identify and respond to these needs at the earliest possible stage, rather than applying support only after patterns become embedded. Early intervention is proactive and designed to remove barriers to learning, improve engagement, and support student wellbeing.

The purpose of any intervention is to:

- Identify and address underlying needs or barriers

- Support students in developing positive behaviours and self-regulation
- Improve engagement, attendance, and inclusion
- Safeguard students and promote their wellbeing
- Ensure appropriate and proportionate support is in place

The Academy provides a structured and carefully evaluated intervention, which includes:

Universal Offer

Support that is available to all students as part of the Academy's core provision, expectations, and routines.

Group Interventions

Targeted support for identified groups of students with shared or emerging needs, providing a more focused level of intervention.

Individual Interventions

Personalised and bespoke support for students with more complex, significant, or persistent needs, where a higher level of intervention is required.

All interventions are monitored and reviewed regularly to ensure they are effective, proportionate, and responsive to the needs of the student.

9.2 Special Educational Needs

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will 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 student caused by the Academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the placements set out in that plan must be secured and the Academy must co-operate with the local authority and other bodies.
- As part of meeting these duties, the Academy 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 student concerned. These will be documented on the student's SEND 'passport'.

Strategies to support students with SEND may include:

- 3 Short, planned movement breaks
- 4 Adjusting seating plans
- 5 Training for staff in understanding conditions such as autism
- 6 A response 'Assist' system which means teachers can request a member of the SEND team to attend their lesson to support students with sensory breaks or regulatory intervention as required
- 7 Making reasonable adjustments to the way sanctions are applied, where appropriate (for example, offering additional time to process instructions or adapting the length or timing of sanctions such as Reflect).

Considering whether a student displaying challenging behaviour may have unidentified SEND

The Academy's special educational needs co-ordinator (SENCO) may assess a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

9.3 Transition

Inducting incoming students

The Academy will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider Academy Culture of Excellence. This induction will be provided by the student's relevant Inclusion Leader. Parents will also be provided with all relevant documentation and support, if required, to access the Arbor App.

Key Stage 2 to Key Stage 3

The Academy has defined packages of support for students during transition from Year 6 to Year 7. These packages align with [Salford Transition Policy refresh 2019-20 v5 FINAL Jan 2020.pdf](#) (salfordcvs.co.uk). The decision to place a child on a package for transition should be made during the face-to-face information sharing discussions held between the Academy and the primary school (unless the student has an EHCP or is cared for, in which case additional transition arrangements will be undertaken earlier). It is important to discuss individual transition needs with parents and students to ensure that students receive the most appropriate support.

The Academy are proud to offer our own exciting and extensive transition programme, 'Step Up', which provides a number of additional transition days for students with more complex social, emotional and mental health needs. Please see our website for further information: [Primary Zone](http://PrimaryZone.salfordcity-academy.org) (salfordcity-academy.org)

10. Staff Training

As part of the induction process and the Academy's ongoing CPD offer, our staff are provided with compulsory and repeated training relating to the following:

- Salford City Academy's Culture of Excellence
- Education with Character – reward and recognition

- Contextual information regarding the needs of students at Salford City Academy
- How SEND and mental health can impact behaviour
- De-escalation strategies
- Trauma informed approaches to managing behaviour
- Safeguarding briefings and statutory updates

Staff may also electively attend further non-compulsory training relating to a wide range of further topics to support student's behaviour and wellbeing, published in the Academy's CPD Offer.

11. Monitoring

11.1 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 referral units (PRU), off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the Academy behaviour culture

The data will be analysed weekly by identified members of the Senior Leadership Team and the Behaviour Manager.

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 students, including those with SEND or other vulnerable characteristics, are identified by this analysis, the Academy will review its policies to tackle it.

11.2 Monitoring this Policy

This behaviour policy will be reviewed by the Principal and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 10.1).

12. Communication and Complaints

We value your feedback and welcome all forms of communication including email, telephone calls or pre-arranged face-to-face meetings. In the first instance, please contact your child's form tutor or Inclusion Leader who will be happy to help. Please note that, in line with our Communications Policy, we endeavour to acknowledge all communication within 48 hours of receiving this.

Salford City Academy prides itself on the quality of teaching and pastoral care provided to its students. It recognises that parents/carers may, from time to time, may disagree with decisions made or have concerns about the behaviour or welfare of their child. Parents are encouraged to make those concerns known to relevant staff so that they can be addressed in partnership with the Academy.

The Academy will take all concerns and complaints seriously and will make every effort to deal with complaints informally, at an early stage, in the spirit of continued respect and partnership.

Complaints concerning the Principal may proceed directly to formal process and will be managed by the chair of the Governing Body (*see also Complaints Policy on our website [Salford City Academy > Information > Policies \(salfordcity-academy.org\)](https://www.salfordcity-academy.org)*).

The Academy operates a zero-tolerance approach to abuse or threats made towards any member of its staff. Any abuse or threats will be reported to the Police and may lead to a ban from the Academy site.

Appendix

Appendix 1: SCA Way, Values and Virtues



Salford City Academy Promise

STUDENT VISION

Through our Culture of Excellence and the high standards we enable our students to thrive.

We support all students in their journey to a happy and successful post-16 pathways and adult life.

We reward and recognise students who consistently demonstrate our REACT values, we promote the development of character and skills.

We want our students to be more aware of their own thinking, including their strengths and areas to work on.

SCA HOME SCHOOL AGREEMENT

We are dedicated to developing partnerships between students, staff, governors, parents / carers, and the wider community to realise this vision.

We will promote excellence by:

- Creating a calm and safe environment for students
- Helping and encouraging all students to reach their potential
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour Policy consistently and fairly
- Communicating the Academy's Culture of Excellence: expectations, routines, values and standards through the teaching of behaviour
- Modelling expected behaviour and building positive relationships
- Providing a personalised approach to the specific needs of every student
- Monitoring and updating on students' progress at parent meetings and in termly written reports
- Communicating any concerns about students' attendance/ behaviour/ wellbeing with you as their parent or carer, and responding to any concerns from your child or parents/carers
- Rewarding and recognising students who are demonstrating our Culture of Excellence REACT values

Salford City Academy Parent/Carer Promise

STUDENT VISION

Through our Culture of Excellence and the high standards we enable our students to thrive.

We support all students in their journey to a happy and successful post-16 pathways and adult life.

We reward and recognise students who consistently demonstrate our REACT values, we promote the development of character and skills.

We want our students to be more aware of their own thinking, including their strengths and areas to work on.

SCA HOME SCHOOL AGREEMENT

We are dedicated to developing partnerships between students, staff, governors, parents / carers, and the wider community to realise this vision.

I will support my child to achieve the best outcomes by:

- Making sure they attend school regularly and on time
- Supporting the Academy to make sure my child maintains a consistently high standard of behaviour (in line with expectations set out in The Behaviour Policy)
- Making sure my child is dressed in the correct uniform and brings the necessary equipment to school every day
- Encouraging my child to read for at least 20 minutes every day
- Using the Arbor App to monitor my child's completion of homework, the reward points they receive and any behavioural incidents
- Promptly communicating any concerns that I have about my child that may affect their behaviour in school or ability to learn with my child's Form Tutor or Inclusion Leader
- Reading any communications sent home by the Academy and responding where necessary
- Attending Parents Evenings, meetings and other events that celebrate and recognise the Academy's Culture of Excellence
- Making sure communication with the Academy is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff

Salford City Academy Student Promise

STUDENT VISION

Through our Culture of Excellence and the high standards we enable our students to thrive.

We support all students in their journey to a happy and successful post-16 pathways and adult life.

We reward and recognise students who consistently demonstrate our REACT values, we promote the development of character and skills.

We want our students to be more aware of their own thinking, including their strengths and areas to work on.

SCA HOME SCHOOL AGREEMENT

We are dedicated to developing partnerships between students, staff, governors, parents / carers, and the wider community to realise this vision.

Responsibility

- I understand the expected standard of behaviour I should display at Salford City Academy
- I arrive at the academy and my lessons on time, fully equipped and ready to learn every day
- I will speak to my Form Tutor or Inclusion Leader about any issues I'm experiencing that may affect my work or behaviour

Excellence

- I follow the Academy's key rules and routines
- I wear the correct uniform with pride
- I know the rewards I can earn for excellent behaviour and learning, and the consequences I will face if I don't meet the standard

Aspiration

- I aspire to be consistently excellent in my learning
- I complete all set homework and revision to be successful

Commitment

- I always try my best and I ask for help if I need it
- I take part in extra-curricular activities and house events

Teamwork

- I give feedback on my experiences of behaviour and learning to support the improvement of the academy
- I show respect for the academy environment and local community
- I treat all members of the academy community with care and respect



Salford City Academy

The best in everyone™

Part of United Learning

Signed (Student Name):

45



Salford City Academy
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Student Charter

In school, we will support you towards being successful and develop good character through our student charter. The opportunities, experiences and events will enable you to develop and demonstrate our SCA Values.

Students in all year groups will be given the following opportunities:

- Attend themed assemblies
- Take part in character Sessions
- Access to a high quality BEE programme of extra-curricular activities
- Complete high quality homework tasks
- Complete up-to-date relevant PSHE lessons
- Participate in enrichment days
- Audition and take part in school productions
- Access to a disruption free learning environment
- Access to a generous rewards programme
- Opportunity to access high quality reading materials
- Develop your character through our charter

- Take part in "Democracy week"
- Build careers knowledge and ambitions through Unifrog
- Benefit from our ITV workshop
- Take part in a range of sport and competitive games
- Access to the best digital platforms to support revision and homework
- Be able to lead through a variety of leadership roles
- Learn the most widely spoken language in the world
- Be rewarded for doing the right thing and the right time
- Showcase your best work weekly at the PROUD table
- Be part of the school council



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Student Charter

Year 11

- Apprenticeship Visit
- Study Skills
- 1:1 Beyond Interview
- Careers Fair
- Industry Mentoring
- College Assemblies
- College Application
- Student leadership team with gold blazers and ties

Year 10

- Prefects applications
- College Trips
- Apprenticeship Visit
- Work Experience
- King's Trust Mentor
- Watch a professional theatre production

Year 9

- Debate Competition
- Option Choices
- Option Interviews
- BA Wings Programme
- Duke of Edinburgh
- ITV apprenticeship panel

Year 8

- Residential Trip
- Enterprise Day
- King's Trust
- VR experience

Year 7

- STEM experiences
- University Trip
- Theatre trip
- ITV Programme
- Team building day

KS2

Transition activities

