

Salford City Academy

Behaviour & Rewards Policy



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

Document Owner:	Adam Rashud
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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.

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 2023](#)

[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 Admissions Policy, Anti-Bullying Policy: [Salford City Academy > Information > Policies \(salfordcity-academy.org\)](#)

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.

3.5 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
- Daily excellence stickers
- Postcards
- Attendance streaks

- House 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
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1	Isolated low level mis-behaviour in lesson or social time e.g. disruption in class, playfighting at lunch	Warning from staff 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 OSD (short term placement at another school) FTS (fixed term suspension)	
4	Persistent low-level mis-behaviour	Repeated Reflect – part/full day OSD FTS Managed Move (longer term placement at another school) Permanent Exclusion PEx) or OSD	
NA	A serious isolated incident such as: <ul style="list-style-type: none"> Physical assault on a student or adult Dangerous behaviour, behaviour that damages the academy's reputation. V Video/filming in school without permission. Note – this is not an exhaustive list. See Exclusions below 	OSD FTS Managed Move (longer term placement Permanent Exclusion PEx) or OSD	

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 verbal warning (Remind): Students will be spoken to regarding their mis-behavior and instructed to address it.
- First warning (Reprimand): The staff member will caution the student verbally, explaining why the warning has been given and writing the students' name on the board. The student will be reminded of the expectations for behaviour
- 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	Referral to Reflect	Referral for the full day and after school detention in Reflect.

<ul style="list-style-type: none"> ○ Shouting out ○ Off-task talking ○ Talking over a member of staff ○ Repeatedly placing head on the desk ○ Distracting others ○ Repeatedly swinging on chair ○ Rudeness ○ Refusal to follow instructions ○ Refusal to work ○ Throwing an object ○ Leaving seat without permission ○ Eating in class ○ Use/sound of mobile phone/headphones (these will be confiscated) ○ Damaging equipment or property <p>Anything that slows down learning</p>	<ul style="list-style-type: none"> ○ Second warning given in a lesson <p>Immediate Referral:</p> <ul style="list-style-type: none"> ○ Late to lesson by 4+ minutes. (end of transition music) ○ Defiance ○ Highly disruptive behaviour ○ Play fighting during social time ○ Inappropriate behaviours during social time <p>Anything that is dangerous or causes risk</p>	<ul style="list-style-type: none"> ○ Truancy (late to lesson by 8+ minutes – after the tannoy warning sound) ○ Failure to comply with standards and expectations in Reflect. ○ Two or more referrals to Reflect in a week ○ Persistent lateness to school ○ Persistently not complying with the academy's standards and expectations. ○ Serious breaches of the behaviour policy ○ Abusive or offensive language ○ Behaviour that discriminates others ○ Dangerous or violent behaviour ○ Truancy on or off-site ○ Failure to hand over prohibited items for confiscation ○ In possession of prohibited items such as vapes/ e-cigarettes/ tobacco products ○ Inappropriate hair cut (or hair colour) ○ Failure to correct uniform (including refusing to remove unacceptable piercings) ○ Fighting <p>Anything that is dangerous or causes risk</p>
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5.2 Banned Items

The following items are banned from the Academy premises and on all school trips:

- 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

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, then any student in the toilet at this time will be subject to a search (see below). Students found with a vape/ e-cigarette will have the item confiscated and will be issued with an appropriate sanction.

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, it will be confiscated and passed to Student Services. Students may collect this 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 comes to school to collect it. Students will be placed on a standards detention for 30 minutes when their phone is confiscated.

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 Confiscation and Searches

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

Confiscation

Any banned items (listed in section 5.2) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by trained staff members (in pairs) who have been authorised to do so by the Principal, or by the Principal themselves.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When an authorised member of staff conducts a search without a witness they should immediately report this to the Designated Safeguarding Lead (DSL) or Deputy (DDSL), and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or Deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the Academy rules for which a search can be made, or if the student has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the Academy premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – for example, I will ask you to turn out your pockets and remove your coat
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation
- If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact either the Principal/ Designated Safeguarding Lead (or Deputy) / pastoral lead, to try and determine why the student is refusing to comply.

- The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.
- The authorised member of staff can use reasonable force to search for any prohibited items identified in section 5.2, but not to search for items that are only identified in the school rules.
- An authorised member of staff may search a student's outer clothing, pockets or possessions. Outer clothing includes:
 - Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (for example, a blazer or coat being worn over a shirt)
 - Hats, scarves, gloves, shoes, boots

Searching students' possessions

- Possessions means any items that the student has or appears to have control of, including bags.
- A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 5.2) and items identified in the school rules.
- An authorised member of staff can search a student's possessions when the student and another member of staff are present.
- If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL) or Deputy (DDSL)

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

- If they believe that a search has revealed a safeguarding risk

Informing parents

According to the UK Department for Education's official guidance on **searching, screening and confiscation**, schools are **not legally required to inform parents before or after a search** is conducted on a pupil or their property. However, we will **inform parents** when:

- A **prohibited item** is found.
- The search leads to **disciplinary action**.
- The incident is likely to have a **safeguarding impact**.

A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

If this is the case, staff will follow the Academy's safeguarding policy and speak to the Designated Safeguarding Lead (DSL) or Deputy (DDSL). The DSL/DDSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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](#).

5.4 Reasonable Force

The Academy adheres to guidance provided by the Department for Education relating to the [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- The above may be necessary off school premise. For example a school trip or sporting fixture

Incidents of reasonable force must:

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

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

Where reasonable force has been used more than once with a particular student, the Academy will write a risk assessment which will include a positive handling plan and share this with parents/carers.

Staff using reasonable force will be appropriately trained and in all instances where reasonable force is used the Principal will be notified immediately.

5.5 Off-site Behaviour (*behaviour not on school grounds*)

Sanctions may be applied where a student has misbehaved when not on school grounds, but is still seen to be representing the Academy. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from the Academy

- Wearing Academy uniform
- In any other way identifiable as a student of our Academy.

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

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

Sanctions may also be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Community Expectations

We expect our students to be the best advertisement for Salford City Academy that they can be at all times. We want students at this school to have an outstanding reputation for the way that they behave and treat others. Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school.

Students are to be mindful that they represent the academy at all times and are expected to positively promote themselves and the school.

Our 'Community Expectations' of students are that they:

- Move safely: Always walk on the pavements and use crossings safely.
- Move quickly: Move with pace and purpose directly home. Not loitering at local shops
- Respect others: Do not use inappropriate language or physical contact and do not raise your voice to others in the community.
- Respect the property of others: Do not lean on cars or walls, enter private property, disturb local businesses, or drop litter.
- **Represent Salford City Academy with pride: Wear uniform correctly and be polite and kind to everyone.**
- Demonstrate responsibility when using public transport. Be polite and courteous to members of the public, refrain from bad language and treat property with respect.
- If riding bikes, do so with care. Wear helmets and ride sensibly on the correct side of the road and/or cycle lane. Do not obstruct other vehicles and pedestrians through their actions.

5.6 Online Misbehaviour

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

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the Academy
- It adversely affects the reputation of the Academy
- The student is identifiable as a member of the Academy
- Actions cause harm or offence to others
- Bullying incidents take place online

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

5.7 Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the Principal/ member of the Senior Leadership Team / pastoral lead will make the report.

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

If a report to the police is made, the Designated Safeguarding Lead (DSL) or Deputy (DDSL) will make a tandem report to children's social care, if appropriate.

5.8 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The Academy's response will be:

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

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding Policy for more information.

5.9 Malicious Allegations

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

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

The Academy will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

5.10 Punctuality

Students are expected to arrive onsite by 8.25am each morning to ensure that they are ready for roll call at 8.30am. Any student arriving after 8.30am is classed as late to school. If a student is late to school then they will be issued with a detention and/ or FULL DAY IN REFLECT for multiple lates (please see section 7.2).

The use of a tanoy system in the school has been implemented to ensure that students arrive to all lessons on time. The Tanoy plays a timed (4 minutes) piece of music during transitions between lessons. Any student who arrives to lesson once the music ends will be classed as 'late to lesson' and will be sent to Reflect. Any student who is late to lesson beyond 8 minutes (after the warning sound) is classed as truanting and will result in a referral to a full day in Reflect (until 4pm) or a suspension, depending on 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 assignment)
- 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:

1. **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.

2. 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.

3. 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.

4. 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.

5. 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)

Once a student has been sent to the Reflect the following process will be followed:

- The student will be instructed to walk over to the Ready for Reflect room. In some exceptional instances students may be escorted. This will depend on the circumstances and be decided by staff involved at the time
- The student will enter the Ready for Reflect room and be provided with the resources they need for Reflect. The details of their referral to Reflect will be logged by staff. They will hand over their mobile phone and will be prepared to enter Reflect and work independently.

- If the student does not arrive during the allocated time period of 5 minutes the on-call staff will be alerted and the student will be located and collected. The duration of their time in Reflect will then be extended (see below)
- Once the above has been completed the students will complete work as per the Reflect timetable. This work will be work on current topics in each subject. The work is planned so that it can be undertaken independently.
- The student will work in Reflect for the duration of their sanction period:
 - If a student is referred to Reflect during Form time, period 1 or P2, they will leave at the end of lunch
 - If a student is referred to Reflect during break, period 3 or P4, they will leave at 3:30pm
 - If a student is referred to Reflect during lunch or period 5, they will leave at 4:00pm
- By completing the sanction on the same day students are able to begin the next day afresh and with the opportunity to positively change their behaviour
- Parents/carers will be notified of all sanctions and detentions through the Arbor app and or calls or emails home.
- If Reflect is completed successfully, the student will return to lessons. When they return will be dependent upon when they first attended (see above). To complete Reflect successfully, students will need to :
 - Work productively and follow all instructions in Reflect
 - Engage in the reflective conversation with the member of staff (see below)
- During their time in Reflect students where possible students will be visited by the member of staff who referred them to Reflect. As part of the restoration conversation the member of staff will review the students behaviour with them and support them in reflecting on their behaviour and with looking at ways to move forward successfully.
- In some instances, it may be necessary for students to complete a full day (until 4:00pm) in Reflect. This will be as the result of:
 - A student being unsuccessful in Reflect (not adhering to the points above). They will be required to complete the full Reflect Day until 4:00pm.
 - If a student has been referred at lunch or period 5 and fails they will be required to complete the full day on the following day.
 - If a student does not walk straight to Reflect after being removed from lesson and is outside the 5 minute period, their time in Reflect will be extended to a full day (until 4:00pm)
 - Failure to engage in the reflective meeting (see above)
 - A student demonstrating one of the high level behaviors listed below
 - Truancy (late to lesson by 8+ minutes)
 - Late to school three times in one week
 - Persistently not complying with the academy's standards and expectations.
 - Serious breaches of the behaviour policy
 - More serious behavior that interrupts or disrupts the learning of others such as shouting repeatedly.
 - Abusive or offensive language
 - Inappropriate behaviour towards a member of staff. This includes intimidating and aggressive behaviour.
 - Behaviour that discriminates others
 - Dangerous or violent behaviour
 - Fighting

- Failure to hand over prohibited items for confiscation
- In possession of prohibited items such as vapes/ e-cigarettes/ tobacco products
- Inappropriate hair cut or hair colour and refusal to address it
- Failure to correct uniform (including refusing to remove unacceptable piercings)
- Anything that is dangerous or causes risk
- If the student does not engage with any of the above expectations the parent/carer will be contacted. This could result in the student being sent to a partnership school's provision for a period of time (Offsite Direction). Failure to attend this will result in unauthorised absences which may lead to fixed penalty fines. Failure to complete the internal suspension successfully or repeated sanctions such as referrals to reflect may also result in the student being given a fixed-term suspension. This may also result in the student completing their time in internal suspension on their return from suspension.

If a student has repeated referrals into internal suspension, then the pastoral manager will work with the student (and parents) to establish appropriate interventions to be put in place. Where repeated referrals involve a student with SEND, the pastoral manager and SENCo will work jointly to review provision and determine whether additional reasonable adjustments or specialist input are needed.

7.2 Detentions

Detentions are necessary in instances where students do not meet the Academy's Culture of Excellence standards in the following areas:

- Uniform: having all items of uniform, worn correctly. Not wearing prohibited items/accessories – for example, false eyelashes, bracelets
- Use of a smart device on site at any time. (School property is defined as the front gate on entry to the site.
- Equipment: not being prepared with all equipment
- Punctuality: not arriving on time in the morning
- Homework: not completing homework and/or meeting homework deadlines

Further details on these standards are provided in Section 4 of this policy.

Detentions will take place at lunchtime each day. Parents will be notified through the Arbor App. Students will be notified that they have a detention by the member of staff giving it to them.

If a student does not attend the lunchtime detention they will be placed onto an afterschool Senior Leader (SLT) detention. This will take place on a Thurs from 3:00-4:00pm. Parents will be notified on Arbor (by 2:45pm if this is given on a Thursday). Where students fail to attend this detention, they will be placed in Reflect the following day (see 7.1). It may also be necessary for a student to be placed on an SLT detention for a reason other than non-attendance of a lunchtime detention. Some examples are persistent non-completion of homework, persistently not bringing a bag to school, persistently being late to school.

The Education Act (1996) and guidance from the Department for Education states that schools have the right to impose after-school detention, without telling parents the reason for the detention or giving advance notice. However, at Salford City Academy, it is important to us that parents do

receive information regarding any behaviour incidents, or any positive house points received throughout the day. For this reason, all parents and students are asked to download the Arbor app where this information can be easily viewed. Additionally, if a student is placed on detention, parents will receive an email notifying them of this.

The school understands that making alternative arrangements for pick-ups due to after-school detentions can sometimes be an inconvenience for families, but this will not be accepted as a reason to cancel or re-arrange a detention as they are an integral part of the behaviour management system. Accordingly, we urge parents/carers to encourage their children to adhere to the high expectations of the school, so that ultimately they are not issued with a detention.

However, where a student has significant SEND and/or safeguarding needs, the school will consider reasonable adjustments to detention expectations in line with the Equality Act 2010. These decisions will be made on a case-by-case basis at the discretion of the Vice Principal – Pastoral or Principal, in consultation with the SENCo and/or DSL. In rare, exceptional circumstances (e.g., a medical appointment with evidence provided or a serious safeguarding concern) we will consider deferring a pupil's detention to the next available after-school slot and working with families, but it will not be cancelled and deferrals will not be accepted routinely.

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:

1. Non-completion of homework will lead to a referral to homework catch up in the library which takes place daily at lunchtime.
2. Where students persistently do not complete homework, they will receive an SLT detention after school on Thurs

In KS3 core subjects, students will complete homework on Sparx* Maths, Science and Reader. The due date for these is Wednesday at 3pm. Every student who has completed their three homeworks in the week will receive a well done postcard for being a Sparx Shark. Students can take the postcard to the Proud table on a Friday where they will receive a prize for their 100% homework completion. Students with 100% homework completion will have their name put in a raffle for a special end of year prize.

*Sparx is a homework platform we use for Maths, English and Science homework.

7.3 External Suspension

(See also SCA Exclusion Policy)

Salford City Academy is an inclusive Academy, which means that every effort is made to ensure that students are kept in the Academy and learning. Suspensions are used in the case of defiance and/or persistent wrongdoing. Students may be suspended from the Academy for a fixed period at the

discretion of the Principal or member of the Senior Leadership Team. Multiple suspensions will result in an escalation in the number of days suspension that is issued. Multiple suspensions may also trigger a Governor Behaviour panel and may result in permanent exclusion from the academy.

Students may be suspended for (note – this list is not exhaustive):

- Failing to attend or refusal to complete internal suspension.
- Truancy
- Physical assault on an adult or another student
- Fighting
- Confrontational behaviour
- Verbal abuse/ threatening behaviour towards an adult or peers.
- Any incident that compromises the physical or emotional wellbeing of any of the Academy staff, students or visitors
- Any students involved in aggressive behaviour either physically or inciting/supporting/promoting aggressive behaviour
- Intimidation/ bullying of others
- Persistently disrupting the learning of other students
- Persistent defiance and refusal to comply with instructions from members of staff
- Behaviour which negatively impacts the learning of others such as repeated shouting and screaming on school grounds.
- Damaging Academy property or the property of others. In these cases, the cost of any damage will be placed with the parent/carer and the police may be informed
- Theft
- Possession of illegal or controlled items (including chemicals, drugs, weapons, vapes/ e-cigarettes)
- Students may also be suspended for other single serious incidents that occur off-site while on Academy trips or visits or while students are out of school hours and the incident has an impact on other students and staff at school

Students will be provided with work to complete during the suspension period. During this time, they should not be seen in a public place and are not allowed on site. Parents/carers are responsible for the safety of their children during times of a suspension and the Academy will not be held responsible for any incident that occurs during such sanction periods.

Reintegration from suspension

Students returning from suspension must attend a reintegration meeting with their Inclusion Leader, Behaviour Manager or SLT Member and their parent/carer. This is a restorative and constructive process that enables discussion about the nature of the suspension and any other contributory factors, as well as any additional support that may be beneficial from home, the Academy or external agencies to prevent further suspensions.

7.4 Permanent Exclusion

(See also SCA Exclusion Policy)

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.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies, and where it could be appropriate to permanently exclude a student for a first or single serious incident, which may include, but is not exclusive to: intimidation, bullying or serious assault, or bringing drugs, knives, weapons, fireworks, controlled or illegal items onto the Academy site.

In reaching a decision, the Principal will always look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider the gravity of the incident or series of incidents, whether it constitutes a serious breach of the Behaviour Policy and the effect that the student remaining in school would have on the safety, welfare and education of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee when it meets to consider the Principal's decision to exclude. This committee will require the Principal to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the Academy to support the student with difficulties prior to exclusion.

The Governors will review the Principal's decision within 15 school days of the date of the Principal's decision to exclude. Statutory Guidance on Exclusions can be found at [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-exclusions/school-exclusions)

8. Preventative Measures to School Exclusion

The Academy recognises that suspension and exclusion from school is a serious matter, particularly at an Academy where many students have experienced significant disadvantage in their lives. We avoid suspending students where possible and try to achieve the correct balance between the needs of the student and the needs of the Academy community.

The focus on developing positive relationships aims to prevent behaviours reaching sanctions. As a school we do recognise the need to support students with their behaviour and that this support needs to be at different levels. Our graduated approach is provided in Appendix 5.

We also use several alternatives to suspension and ensure that there is early intervention with student behaviour. The following alternatives are used by the Academy:

8.1 Off-site Direction

Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at another mainstream school. Students will spend a period of time on respite. To support a student with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a student continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a student with a

disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

8.2 Alternative Provision (AP)

In exceptional circumstances alternative provision may be considered. Any use of AP should be based on an understanding of the support a young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction to AP should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

When a student is at serious risk of repeated suspension / permanent exclusion, alternative provision may be considered if resources permit. This could be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time offer depending on the needs of the student. Where a student is on the SEND register, the SENCo will be involved in the planning and support for this placement. For students with an EHCP, the Local Authority must be consulted before any alternative provision is arranged. Where possible, this will be done with the support of parents and the Local Authority, but under the DfE Alternative Provision Guidance 2013, the Academy may send a student without parental agreement, where it is in the best interests of the student.

8.3 Managed move.

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then off-site direction (as described in 8.1) should be used. Managed moves should only occur when it is in the student's best interests. Where the student has identified SEND, the SENCo will be involved in assessing suitability and ensuring appropriate support is in place at both the referring and receiving schools.

A managed move is arranged by the Academy's Behaviour Manager. A managed move is typically introduced as a six-week probationary period during which parents/carers, students, the relevant Inclusion Leader and the relevant staff member from the receiving school meet regularly to monitor the progress of the intervention. The receiving school reserve the right to fail a managed move with relation to their own terms and conditions. If a managed move is deemed a failure, the student may return to the Academy either on a full / reduced timetable allowing supported reintegration back into mainstream or the Principal may sanction a permanent exclusion.

8.4 Managed Moves (Incoming)

At the Academy we pride ourselves on our abilities to support all students with their education. This includes our willingness, post-exploration of circumstances, to offer students from other schools a fresh start at our establishment. As above, a probationary period may last up to six weeks. If

successful, based on criteria agreed through consultation with relevant parties, a student may be offered a full-time place at the Academy.

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 providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. The Academy has an extensive and carefully evaluated interventions offer (see Appendix 6 – Interventions Provision Map).

We aim to provide early interventions to students when they are needed, rather than as a consequence to poor behaviour at a later time. We recognise that behaviour may sometimes reflect unmet needs or challenges, particularly in the areas of social, emotional, or communication development. We aim to address these needs as soon as they are identified.

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 provisions 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:

- Short, planned movement breaks
- Adjusting seating plans
- Training for staff in understanding conditions such as autism

- 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
- 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](https://salfordcity.academy.org/salfordcity-academy.org) ([salfordcity.academy.org](https://salfordcity.academy.org/salfordcity-academy.org)). 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](https://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://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

Signed (Student Name): _____

Appendix 5: Salford City Academy Interventions Provision Table

Wave 1	Wave 2	Wave 3
Universal Offer	Targeted / Small Group Intervention	Individual / Personalised Provision
Useful links Emotional Health Service Directory Partners in Salford Emotional health and wellbeing • Salford City Council	Useful links HOME CAMHS Resources (camhs-resources.co.uk) Mental health tips and coping strategies for parents - BBC Tiny Happy People	Useful links - SDQ The strengths and difficulties questionnaire (SDQ) : Mentally Healthy Schools - Boxall Profile The Boxall Profile® - NurtureUK
Every student has access to: <ul style="list-style-type: none"> - Daily tutor time - Non-teaching Inclusion Leaders - PSHE / RSE curriculum - Peer Mentors - Termly Enrichment Days - Lunchtime friendship club - Aspire (extra-curricular clubs) - Weekly school nurse drop in - Emotionally Friendly Schools Setting (<i>working alongside Salford's Educational Psychology Service</i>) Quality First Teaching <ul style="list-style-type: none"> - Allow use of fidget toys / anxiety management tools - Use of reward systems - Agreed discrete communication/non-verbal signs for emotional / behaviour feedback - Extra preparation for transitions between activities - Encouragement of sensory breaks/ movement breaks before escalation of behaviour - Provision of access arrangements: discrete provision/ rest breaks / prompter Safeguarding <ul style="list-style-type: none"> - DSL, DDSL & Safeguarding officers - Themed safeguarding assemblies in line to compliment the PSHE /RSE curriculum - Mental health first aid trained staff - LGBTQ+ support from DDSL - School counsellor support drop in - Young carer drop in support with DDSL Well-Being <ul style="list-style-type: none"> - Student anti-bullying ambassadors - Student Wellbeing ambassadors - Anti bullying policy and simplified referral system; Anti-Bullying Alliance Support - Facilities including; library, school gym, daily free breakfast, bee clubs - Enrichment days, ITV workshops, PSHE curriculum, rewards days - Health: school nurse, meat free Monday 	Access to The Intervention Hub (nurture / SEND area): <ul style="list-style-type: none"> - Tutor time support - Social time support - Anger management (recommended weekly x6 sessions) - Anxiety management (recommended weekly x6 sessions) - Year 10 & 11 exam stress workshops Small group/ 1:1 interventions via Pastoral Managers: <ul style="list-style-type: none"> - Anger Management/ Zones of Regulation/ Anger Gremlins - Anxiety Management/Anxiety Gremlins - ELSA - Mentoring and improving self-esteem - Sport based interventions - SEMH/ behaviour coaching Project/agency based interventions in/out school: <ul style="list-style-type: none"> - Gardening - Supporting school events such as transition - Peer mentoring - SEMH and Behaviour Intervention led through IYSS - SEMH and Behaviour Intervention through Sport - SEMH Intervention through Enterprise - SEMH Intervention through Mindfulness - Reform Project Youth Service <ul style="list-style-type: none"> - Risky Behaviours group work - Online safety group work Educational Psychologist Advice <ul style="list-style-type: none"> - Solution Focused Circles (offered to staff) Speech & Language Therapy Advice	Pupil passport (IEP) and identified key worker School-based passes: <ul style="list-style-type: none"> - Time out / wellbeing pass - Early exit pass Behaviour Monitoring <ul style="list-style-type: none"> - Staged Behaviour Report - Behaviour Mentoring Bespoke timetable <ul style="list-style-type: none"> - Transition timetables - Re-engagement timetables - Medical Needs timetables Offsite Direction and Alternative Provision <ul style="list-style-type: none"> - 6-12 week OSD to another school with supported transition and regular reviews - Bespoke Alternative Provision identified by need (in line with Salford Local Authority approval and advice) SEND key worker involvement <ul style="list-style-type: none"> - Including SEND assist where applicable 1:1 Mentor <ul style="list-style-type: none"> - Behaviour 1:1 SMART target mentoring reports – school based - Attendance 1:1 SMART target mentoring reports – school based - Business - Youth Service and Police 1:1 mentoring Oasis Navigator Project (via Youth Workers deployed from x4 GM A&E departments) School Nurse weekly appointments Triage by school counsellor - Students can then be referred to: <ul style="list-style-type: none"> - School counsellor follow-up Meeting with School Counsellor weekly or less often to support through crisis – CBT; talking therapy; DBT; CFT - School counsellor Single-Session Therapy Students can ask for session with School Counsellor to work on solution-focused, outcome-driven issue. Usually one session; sometimes 2 - Individual student risk assessment / support - ReWind therapy Therapy to reduce symptoms of trauma <ul style="list-style-type: none"> - City Wall Refresh project

		<p>x12 hour-long sessions working 1:1 face-to-face on self-esteem and CBT to overcome problems – especially good at helping students with ASC traits</p> <ul style="list-style-type: none"> - 42ndStreet or IReach <p>Up to 12 (or more) sessions 1:1 face-to-face to look at problems in more depth- CBT; DBT; attachment</p> <ul style="list-style-type: none"> - Play Therapist <p>Specialising in complex trauma & therapeutic parenting support.</p> <p>Referral to core CAMHS by SENCo or trained referrers x3</p> <p>Referral to the Neurodevelopmental Pathway Salford's neurodevelopmental offer • Salford City Council</p> <p>Gaddum - bereavement support</p> <ul style="list-style-type: none"> - Educational Psychologist Input - Joint Objectives Planning (school, child, parent / carer) - Cognitive assessment - EHCP referral <p>Emotionally Based School Avoidance (EBSA) Pathway (which will include multi-agency working)</p> <p>Early Help Assessment (which will include multi-agency working)</p> <ul style="list-style-type: none"> - Early Break - Harbour - Human Kind - Youth Offending Team - STEER - IYSS - School health team <p>PIP Placement</p> <p>Referral to Arbour Academy (<i>nee: Canterbury Centre</i>) – Specialist PRU supporting students mental & physical health needs</p> <p>Referral to Alternative Provision (in line with Salford Local Authority approval and advice)</p>
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Salford City Academy
The best in everyone™
Part of United Learning

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



Salford City Academy
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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

