



Behaviour for Learning Policy

Approved by: Annette Moses

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Introduction

South Bank University Academy aims to provide an environment in which students can feel and be safe and enjoy learning. The Academy recognises the relationship between providing high quality teaching and learning opportunities and promoting behaviours that support learning and good order. The Academy's behaviour management strategy encompasses a range of systems and interventions that ensure our culture of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility; it is all of ours.

To achieve this teachers and other staff will be supported so that they are skilled at managing and improving students' behaviour for learning. The Principal and senior leaders will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviours. This Principal will support staff's authority to sanction students who exhibit anti-social and disruptive behaviours and ensure this happens consistently at South Bank University Academy.

Expectations:

- All staff must support the Academy's Behaviour Policy at all times
- Staff punctuality at lessons and registration is required as this can reduce poor behaviour in classrooms, corridors, stairways and even outside the Academy. Similarly, when lessons conclude, students need to be dismissed on time and in an orderly manner
- Staff must implement the Engagement for Learning expectations and display and use Trackit Lights to manage behaviour in all lessons
- Staff have the right to expect a pleasant, safe, orderly environment whilst at the Academy
- All staff are role models who must always set good examples for students in their behaviour; punctuality, attendance and appearance. Well delivered lessons are key to good student behaviour. Lessons at South Bank University Academy must be thoroughly planned, taking into account the individual needs of the student. Staff must intervene promptly when they encounter poor behaviour or unexplained absence by logging on Trackit and/or making the HOY aware
- Staff must take every opportunity to reward achievement when deserved
- A consistent application of rules, procedures and consequences must be adopted by all staff. It is only a consistent approach which will contribute to a positive learning

environment throughout the Academy

- Ensure sanctions are in proportion to the nature of the incident and the circumstances/needs of the student
- In order to realise these aims, staff need to operate in a firm but fair manner. We seek to avoid confrontation and look for positive ways to resolve difficult situations

This policy should be read in conjunction with the Academy's anti-bullying policy.

The policy is formed around the statutory guidelines and legislation in the DfE 'Exclusion from maintained schools, academies and pupil referral units in England' (2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

Students, Home and Academy

Good education relies on a partnership between parents or carers, students and the Academy. To achieve our aims of the highest standards of behaviour, we are reliant on a strong three-way partnership between the students, the Academy and home. The Academy, students, parents/carers must share the same expectations in a positive way.

Students' behaviour will be tracked internally on the Academy's MIS and Trackit Lights (our behaviour software) and be reported to parents/carers via email Academy reports.

Active Involvement of Parents and Carers

The Academy believes strongly in the power of working in close co-operation with parents and carers and of the rights and desirability of parents or carers being actively involved in the education of their child. The Academy will therefore seek to involve parents or carers actively on behaviour for learning issues. Approaches will include:

- Early involvement
- Phone calls, meetings, letters and emails
- Home/Academy agreement
- Request to attend reintegration meetings
- Invitations to agency meetings
- Follow up and routine communication

Parents and carers are welcome to approach the Academy for informal or formal discussions about their child's education.

Parents and carers are expected to take proper notice of communications from the Academy concerning their child's behaviour and academic progress.

Parents and carers have an entitlement to be fully informed about and question the Academy's decisions regarding their child's behaviour. However, we expect parents to accept and support the Academy's decisions.

In order to support the Academy in meeting its aims parents are requested to ensure that their children(s):

- Attend the Academy every day
- Are punctual
- Wear the correct Academy uniform including on the way to and from school
- Have the necessary equipment for lessons
- Complete and submit homework to the set deadlines
- Have high standards of behaviour (including on their way to and from Academy and when representing the Academy on trips)
- Work to the best of their ability
- Care for their environment
- All parents will be expected to sign The Home Academy Agreement when their child/ren joins the Academy. The Home Academy Agreement defines some of these parent/carers relationships and responsibilities

Our Students

To and from the Academy:

- Academy uniform is to be worn correctly on the way to and from the Academy
- Always be polite and considerate to everyone

At South Bank University Academy, we recognise the importance of providing a classroom environment conducive to learning. Lessons are for learning. We will sanction any behaviours that inhibit learning. In lessons all students are expected to be engaged in their learning and behave in a way that supports the learning of the other students in the class. Our parents should expect that their child will be taught in classrooms free of disruption to learning.

In the classroom:

Students must be punctual to all lessons

Students cannot eat or drink in lessons (other than water, but not in Computer Science or Science labs) Students should have all necessary equipment for all lessons

Students are not permitted to leave a lesson unless they have a pass from the teacher. A teacher may refuse to give a student permission to leave the lesson to use the toilet

Students must sit in allocated seat as chosen by the teacher

Students must always follow the following learning expectations: ○

At the start of the lesson

- Enter the room in silence and complete the 'Do now task' set by the teacher

○ During the lesson

- Talk **ONLY** when invited to by the teacher. No shouting out.
- Complete all tasks and activities set by the teacher to the best of your ability
- Follow all the teachers instructions including staff on patrol

○ At the end of the lesson

- Make sure you have understood any homework task
- Pack away equipment and tidy desk area
- Wait in silence to be dismissed

Students should aim to achieve the following Commitment to Learning expectations: ●

Always focus on the lesson content and try to complete the work set by the teacher ●

Make regular constructive contributions to the lesson

- Always bring correct equipment and arrive to lessons promptly
- Always take full responsibility for your learning and challenge yourself to take your learning further
- Never engage in behaviours that disrupt the learning of others
- Never comment, laugh or join in with behaviours that discourage others from contributing to activities in class, and actively discourage this behaviour from other students
- Always support and encourage others that are taking a risk with their learning ● Support students that struggle by encouraging them and helping them with their learning when this is appropriate

Students who fail to meet the learning expectations will:

Have their name logged on the Trackit Lights system. This is a warning. The member of staff leading the lesson will clearly inform the student of what the warning is for.

The student will receive a second warning (yellow) if again, they fail to meet the member of staff's expectations during the lesson.

To avoid the need to send a student beyond the department, teachers will use the department to shadow park a student who has reached **yellow**. Patrol will arrive to collect the student and park them nearby, for the remainder of the lesson and then the teacher will seek to hold a restorative conversation at the end of the day. This way, the issue is addressed quickly and there can be a 'fresh start' in the next lesson. The student is sent with classwork to complete.

The teacher will ask the HOD to be involved to support the 'fresh start' conversation. Either the

teacher or the HOD may feel it is helpful to phone the parent during or after the meeting. Where appropriate, there may still be a sanction such as a teacher or department detention. If there are frequent issues for the teacher with the same student, but this doesn't happen in other subjects, the student will be placed on department report by the HOD for a week then reviewed. If a serious incident or extreme behaviour or persistent defiance occurs in a lesson (e.g. verbal abuse of a teacher, threatening behaviour, fighting, etc), patrol will be on call to assist. Please use the patrol email.

At least once a week, each HOY will review the pattern of behaviour identified and take appropriate action. This may be talking to a HOD about action in their subject for a student, or placing a student on report to a Tutor or HOY if there are concerns across a range of subjects, or contacting home, etc

Conduct in ISO

If students have failed shadow parking, please use the patrol email to inform patrol. They will then be collected and taken to ISO where they will stay till the end of break, lunch or till 4pm depending on when they were removed.

For example, if you fail shadow parking during P1, you will be in ISO till the end of break. If you fail shadow parking during P2 or 3, you will be in ISO till the end of lunchtime. If you fail shadow parking P4 or 5, you will be in ISO till 4pm.

Any student who has failed shadow parking and needs to be in ISO P4, patrol will take them to the canteen where they will have their lunch and be escorted back to ISO with the group.

The student is then directed to a seat where they complete their classwork **in silence**.

Whilst in ISO, each student is given 5 points per lesson. Each time there are issues with poor behaviour, a point is lost. Losing three points in one lesson is a failed ISO lesson. Failing 3 lessons in ISO will result in a respite off site or a suspension.

In the Dining Area:

- Students must queue in an orderly manner
- Students are expected to sit at the table they are directed to by duty staff. Table manners should be of the highest standard at all times
- Students that are eating a packed lunch must clear away all their rubbish and leave the area tidy
- Students that are eating the cooked food must follow the family dining expectations and clear their plates at the end of the meal.
- Students must wipe the table at the end of the meal to leave the table ready for the next sitting
- Food can be eaten only in the dining area
- The exception to the above is if students are taking part in a formally organised lunchtime society, club, sporting activity. In these circumstances students will be able to eat a

packed lunch (provided by the Academy canteen) supervised by staff members

- Students are expected to be polite and well-mannered to all staff supervising and running the canteen at all times

Conduct inside the school building:

- Remove outdoor clothing
- Students are expected to walk through the corridors in a calm manner using their inside (quiet) voice
- We expect all students to have a sense of purpose when walking to and from classes ● Students are never allowed to run, shout, push or loiter when travelling around the building
- Students should walk on the left when using stairs and corridors and follow the one-way system where it applies
- Students must put their litter in the bins provided
- Students must not use the corridors leading to and from reception at break and lunch times

Assemblies - students are expected to:

- Attend assembly, as required
- Enter and leave in silence
- Remove outdoor clothing including coats, jackets, hats, hoodies etc
- Be in correct uniform including a blazer
- Give whoever is leading the assembly their undivided attention
- Participate respectfully

Break & Lunch Time - expectations for students are as follows:

- Fruit is available at break and students' must eat this in an orderly and calm way ● Students in Years 7-11 are not allowed to spend break or lunch indoors unless they have been given permission to work in our quiet spaces (atrium or Y11 study space on the first floor or attending an organised club (or similar) supervised by a staff member, they are accessing the library (LRC), they are using their locker, or have an organised meeting with a member of staff. The third floor of the retained building is off limits to all KS3 & 4 students at all times unless they are attending a formally organised club or society. Sixth Form students are allowed in the Sixth Form Common Room or Study Room at break and lunch times. If Year 11 students are using their chromebooks inside during break or lunchtime they must be doing so to engage in learning activities.
- When the weather is deemed too wet for students to be outside a 'wet break/lunch' will be announced. Under such circumstances students would be expected to spend the break or lunch period, in the canteen, assembly hall or atrium directed by staff.

Whole Academy Rules – Students:

- Are expected to wear the correct Academy uniform. If a student arrives at the Academy in an incorrect uniform then they will be expected to swap their mobile phone for the correct uniform item at the school gate before they enter the school. Phones will be returned once we have the item of uniform back. Students refusing to borrow and wear clothing, will be sent home. Repeat offenders will be referred to their HOY
- Remove outdoor clothing including coats, jackets, hats, hoodies etc
- Are expected to attend the Academy every day
- Must have permission to leave the Academy premises should they need to
- When students are given permission to leave the Academy site early they must ensure that they sign out at reception before leaving
- Must respect the Academy environment at all times. – no graffiti; litter in bins; do not purposely damage Academy property and equipment. If something is broken or damaged, it must be reported straight away
- Must be polite and kind at all times
- Can never bring to the Academy any item or substance that is deemed to be dangerous or illegal to have on your person
- Must hand in mobile phones if brought to school. Students should not have their mobile phones and or headphones visible anywhere on school premises as they are not considered to be conducive to good learning and positive engagement in lessons, as such these items will be confiscated if they are 'on show' anywhere on the academy premises
- Must never use violence of any kind
- Must never demonstrate threatening behaviour of any kind
- Must never take other people's belongings

Preparation for Learning

All students are expected to arrive for lessons in good time, being equipped for learning (Preparation for Learning). If a student arrives late to the Academy and/or doesn't have the correct equipment (isn't prepared to learn) then they will be expected to buy equipment from us at the school gate before they enter the school. Repeat offenders will be referred to their HOY.

Positive Reinforcement and Rewards

The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and cooperative behaviours. This teaches and reinforces expected behaviours and helps students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

Rewards

P1, 2,3s will continue to be awarded in class for positive effort, work and conduct. These are issued using our Trackit Lights system using the GREEN traffic light tab .To further enhance this system at the end of every term the students with the most P3s can participate in the rewards week activities. Students will have the opportunity to gain a P1, worth 1 point, P2, worth 2 point P3, worth 3 points and a P4 postcard which is worth 4 points. Trackit Lights certificates will automatically generate once students reach a certain amount of positive points. Weekly updates of positive and negative totals are shared with all students during form time and assemblies.

Net points	Award
50	Bronze
75	Silver

100	Gold
150	Platinum
250	Principal

Disciplinary Sanctions

Depending on student age, the nature of the offence and the severity of the behaviour, the Academy will use a range of strategies to correct student behaviour. The range of sanctions includes:

- Informing students of the errors of their ways and supporting correction

- Partnering with parents and carers to improve behaviours (phone calls and meetings)
- Detentions to facilitate restorative practice

- Removal from the lesson to learn under supervision elsewhere

- Setting improvement targets

- Use of off-site intervention provision

- Break time isolation

- Whole day(s) Isolation

- In line with the trust's Exclusion Policy, use of external exclusion

This list is not intended to be exhaustive or serve as a hierarchical list but helps to illustrate the sanctions used.

Monitoring, Support and Intervention

Student welfare and well-being is the main role and responsibility of the Heads of Year with the support of the Form Tutors. This includes helping to make explicit the Academy's expectations,

to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The Academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the Academy will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum needs, additional learning support, and identification of Special Educational Needs, additional internal provision, SEN Support Plans and use of external expertise and short term placements.

Searching and confiscation

In accordance with the 2022 Searching and Screening and Confiscation DfE advice for schools, SBUA employees may search students' clothing, bags or lockers for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

Prohibited items include:

- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any item that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of any person (including the student)
- Academy staff can confiscate any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to Academy discipline and engagement in lessons.

The use of reasonable force

The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all Academy employees have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that employees cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

Exclusion

While the Academy will take all reasonable steps to meet individual needs and help

individuals to improve, the Academy will not tolerate behaviours which do not support the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with trust's Exclusion Policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against student
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racism
- Sexual misconduct
- Drug and alcohol related behaviour
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

Also in line with the exclusion policy, the Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the Academy will either use a fixed term exclusion or permanently exclude a student, refer to the Exclusions Policy.

Behaviour outside of the Academy

Students who breach South Bank University Academy's Behaviour for Learning Policy whilst on Academy business such as visits and trips, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the Academy.

For incidents that take place outside the Academy and not on Academy business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy. Other relevant factors include whether the student is wearing uniform or is in some other way identifiable as a student at the

South Bank University Academy and whether the behaviour could adversely affect the reputation of the Academy.

For acts of aggression or acts which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm; safeguarding procedures may be applied as required.

Malicious accusations against Academy staff

The Academy recognises that there may be occasions which are justified when a student needs to raise issues about the actions of an Academy employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The Academy will also take seriously inappropriate use of technologies including mobile devices and social networking sites which are targeted at Academy employees.

Investigating Incidents

All reported incidents of misbehaviour will be investigated appropriately.

South Bank University Academy ensures that all relevant staff receive adequate non- contact time for the conduct of investigations.

South Bank University Academy will notify the police and other relevant bodies of incidents as and when appropriate.

The Academy aims to complete investigations within a reasonable timescale and not normally exceeding 5 working days.

South Bank University Academy ensures that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the Academy. Where an investigation finds that there is no case to be heard, the report will be held by the Academy but will not be considered when any references (or similar) are requested from the Academy.

When necessary, external agencies are involved.

Outside Agencies

There is a comprehensive data base of the main points of referral outside the Academy (eg. Educational welfare officers, educational psychologists, health personnel, social services/child protection and police) and Academy will consider making referrals to such agencies where appropriate and if the Academy believes that such a referral will support the student in question.

Appropriate records on the use of referral forms are kept, and the Academy will ensure that the form tutor and subject teachers are informed in full of the outcome of any referral (if it is deemed appropriate to do so).

Monitoring, Evaluation and Review

The senior leadership team will monitor the implementation and effectiveness of this policy, review it bi-annually through the use of data on exclusions and other consequences and report to the executive principal and governing body. The policy will be promoted and implemented throughout South Bank University Academy.