



SHIRE OAK ACADEMY

TURNING POTENTIAL INTO EXCELLENCE

Behaviour For Learning Policy

#BeIncredible

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1.0 Mercian Trust Behaviour Principles Statement

We are a family of schools working together to improve opportunities and outcomes for students across Walsall and the West Midlands. United by a shared commitment to high behavioural standards, we aim to help every child reach their full potential. This statement outlines the core values guiding behaviour in our schools, with a strong focus on social mobility and justice for disadvantaged and vulnerable students.

We believe that effective learning and personal growth depend on good behaviour, and we recognise that some students may need tailored, innovative support. Headteachers are responsible for applying these principles through their school's behaviour policies and systems.

Our priority is the safety, wellbeing, attendance, and academic progress of all pupils. Behaviour related actions are always taken with these goals and our safeguarding duties in mind.

Each school prioritises equality of opportunity, inclusion, and a sense of belonging, ensuring all members of the community can participate free from discrimination. We foster a culture of acceptance, equality, diversity, respect, understanding and kindness throughout the academy community in our daily practice.

Our schools are committed to creating a safe, supportive environment where everyone feels valued. Every student has the right to thrive, free from bullying, discrimination, or disruption.

Each school ensures that the Behaviour for Learning Policy is consistently applied by all staff. Good behaviour is acknowledged and rewarded and where sanctions are exercised, they are in line with the school's Behaviour Policy and are applied after consideration of the principles outlined in this document. Through the Trust's commitment to improvement and innovative practice, all staff are committed to being curious about the reasons for negative behaviour and can draw on a range of effective actions to support behaviour change. Each school offers comprehensive and structured support to students displaying challenging behaviour and will consider students' wellbeing and any SEND.

All students have a right to achieve their fullest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination, and distracting peer behaviour.

All students have the right to reach their full academic and personal potential in a safe, respectful environment, free from bullying, discrimination, and disruptive behaviour. Violence, threats, or abuse, whether between students or directed at staff will not be tolerated. Schools reserve the right to ban parents/carers from the premises for inappropriate conduct, and continued disruption may lead to prosecution.

Put simply, the staff and students in Mercian schools will live life to the full in the pursuit of what is good, right, and true. In doing so they will behave well and realise their potential and make a positive contribution to their families and the local, national, and international community.

2.0 Purpose of policy and guiding principles.

The members of the Interim Executive Board (IEB), The Mercian Trust and staff of Shire Oak Academy are committed to providing a learning environment which allows students to flourish and reach their full potential, where they are rewarded for positive behaviours and attitudes and where there are clear sanctions and consequences for poor choices.

Shire Oak Academy holds ambitious standards and expectations of our students. We believe that setting and maintaining these ensures that there is a safe learning environment, which is free from distraction, where all students, including those with additional needs, can achieve their academic potential and prepare for adult life.

2.1 The Academy's values

At Shire Oak Academy, we aim to raise standards and improve behaviour by promoting a value-led ethos that supports every learner. Our core values foster a calm, caring, and purposeful environment where all students, including those with additional needs, can thrive. We encourage reflective behaviour through restorative practices, helping students understand the impact of their actions, rebuild relationships, and grow into respectful, responsible individuals.

Our core values at Shire Oak Academy are:

- **Aspirational** – Inspire all students to dream big dreams which extend their horizons beyond their expectations.
- **Success** – Learning from failure, challenging expectations and driving for success.
- **Participation** – To be fully involved in school life. Take an active part in lessons and take full advantage of the extra-curricular opportunities provided.
- **Integrity** – Promoting the qualities of selflessness, courage, honesty, respect, commitment and doing the right thing.
- **Responsibility** – To enable each student to develop confidence, self-esteem, and responsibility in all areas of school life.
- **Excellence** – Striving for excellence and high achievement in everything we do.

Together, these values form the foundation of our school ethos: #BeIncredible.

2.2 Policy aims

The aims of this policy are clearly set out to ensure a safe, respectful, and effective learning environment for all. These include:

- Recognising that the core purpose of the Academy is to educate young people, and that everyone has the right to learn without disruption from the actions or words of others.
- Taking responsibility for educating students in appropriate behaviour, conduct, and respectful interactions with others.
- Defining the behaviours we expect from students of all ages and abilities.
- Making clear the behaviours that are not acceptable in our community.
- Promoting collaboration with all stakeholders to ensure the policy is understood, fair, and consistently applied.
- Explaining the use of rewards and sanctions to reinforce expectations in a consistent and fair manner.

- Ensuring that all staff model the highest standards of behaviour and apply the policy consistently and professionally, so that expectations are clear and upheld across all areas of school life.

2.3 Values, principles, and standards

The emphasis at Shire Oak Academy is on good behaviour and respect for the individual, creating a positive environment where high-quality teaching and learning can thrive for all.

- Students are encouraged to recognise that their behaviour is a choice, and to understand how their actions impact both their own learning and that of others.
- A strong emphasis is placed on celebrating and rewarding positive behaviour, creating a culture where doing the right thing is recognised and reinforced.
- Rewards should outweigh sanctions, helping to foster a positive and inclusive ethos.
- Students will be given regular opportunities to reflect on their behaviour and learn what is appropriate, respectful, and safe.
- When necessary, clear, and appropriate sanctions will be applied consistently by all staff in response to behaviour that is inappropriate, unsafe, disrespectful, or unkind.

2.4 Behaviour Policy objectives

To promote a positive environment where learning can be effective and staff and students feel safe and respected at all times;

- To encourage students to take personal responsibility for their actions and understand that their behaviour is a result of the choices they make.
- To promote self-esteem, self-discipline, and positive relationships.
- To ensure the academy's expectations and strategies are widely known and understood.
- To clearly define acceptable standards of behaviour.
- To encourage the involvement of both home and academy in the implementation of this policy.
- To create an environment which encourages and reinforces good behaviour.
- To minimise low level disruption and therefore create a positive climate for learning.

3.0 Communication of The Behaviour Policy

Shire Oak Academy is committed to ensuring that all stakeholders (including students, parents and carers, staff, the Trust, and the IEB) fully understand and engage with the Behaviour for Learning Policy and wider behaviour curriculum.

- The policy will be actively communicated through transition events, the Academy website, and ongoing school communications.
- Expectations, sanctions, and rewards will be clearly explained to students through Year Teams, assemblies, subject lessons, and PSHE.
- All staff will receive training on the Behaviour for Learning Policy and are expected to always apply it consistently and fairly.

4.0 Responsibilities and Accountabilities

The Interim Executive Board (IEB) will:

- Assist the senior leadership team (SLT) in establishing and maintaining ambitious standards of behaviour throughout the academy by holding them to account.
- Ensure the policy outlines expectations and will ensure that it is shared with students, staff and parents/carers.

The SLT are responsible for:

- Reviewing, approving and implementing the Behaviour for Learning policy.
- Leading on promoting and modelling positive behaviour, delivering training and supporting staff in effective policy implementation.
- Ensuring that all policy principles and procedures are followed.

All staff will be responsible for:

- Modelling positive behaviour, high expectations and the #BeIncredible ethos at all times.
- Managing behaviour positively and proactively using strategies that encourage ownership, independence and the maximization of learning potential.
- Promote and enforce consistent positive behaviour across all school areas (e.g. classrooms, corridors, offices, and outdoor spaces), regardless of teaching responsibility.
- Plan accessible lessons and interventions that support all learners to reach their full potential.
- Reward in line with the school's policy, avoiding personal reward systems.
- Recording all behaviour incidents using Class Charts.
- Provide personalised support for students with specific behavioural.
- Be present at the classroom doors during transitions to support calm movement and positive starts.
- Conducting restorative conversations to rebuild relationships, reinforce expectations, and support long-term behaviour improvement.
- Communicate behavioural expectations and updates to parents via reports, parent evenings, Class Charts.

Heads of Faculty and Subject Leaders - In addition to the responsibilities outlined above, will be responsible for:

- Supporting and coaching their departmental teams to improve behaviour standards.
- Collaborating with pastoral staff to eliminate persistent poor behaviours (e.g. subject reports, communicating with home).
- Ensuring that rewards and sanctions are issued consistently, appropriately and monitoring their impact (e.g. detentions).

Achievement Leaders, Student Support Managers and Student Support Officers - In addition to the general staff responsibilities, Achievement Leaders, Student Support Managers and Officers will be responsible for:

- Addressing behaviour issues daily to prevent escalation, ensuring incidents are followed up and, where possible, resolved before the end of the school day.
- Collaborating with staff and Subject Leaders and Faculty Leaders to eliminate persistent or serious behaviour concerns.
- Collaborating closely with other teams (e.g. Reset, SEND) to identify and address underlying pupil issues.

- Maintaining effective communication and liaison with parents and carers.
- Ensuring a visible presence around the school during times of pupil movement.
- Monitoring the use and impact of sanctions (e.g. detentions, Class Charts, behaviour reports).
- Supporting and facilitating restorative conversations.
- Coaching and supporting staff to raise behaviour standards.
- Collaborating directly with pupils on behaviour modification strategies.

Form Tutors are responsible for:

- Meeting and greeting students.
- Conducting well-being checks
- Taking the register
- Uniform checks
- Lead on the pastoral form activities through a calm and orderly environment
- Setting a positive tone for the day
- Sharing daily announcements
- Following up on academic and behaviour concerns

Parents and Carers are expected to:

- Take responsibility for their child's behaviour both inside and outside of the academy.
- Work in partnership with the academy to support their child in meeting high standards of behaviour.
- Inform the school of any changes in circumstances that may impact their child's behaviour.
- Raise any concerns about behaviour management directly with the school (i.e. not via social media).
- Engage with teacher feedback and discuss it constructively with their child.
- Regularly check Class Charts to stay informed and support your child's behaviour, attendance, and progress.

Students will take responsibility for:

- Taking ownership for their behaviour.
- Being aware of and adhering to the academy's behaviour policy and procedures, including expectations for conduct both inside and outside of the academy, particularly on social media.
- Reporting all incidents of poor behaviour, discrimination, or bullying to the appropriate staff in a timely and responsible manner.
- Engaging positively and honestly with all behaviour management procedures.
- Treating all members of the school community with respect, including peers, staff, visitors, and the wider community.
- Arriving on time, fully equipped, and ready to learn.
- Following instructions first time, every time, without argument.
- Taking care of the school environment, equipment, and resources.
- Contributing to a safe, inclusive, and positive learning environment for all.
- Engage in restorative conversations to reflect on behaviour, understand expectations, and rebuild positive relationships.

5.0 Monitoring and review of the Positive Behaviour Policy

The headteacher, in consultation with the staff, will undertake systematic monitoring and conduct reviews of the Behaviour for Learning Policy and procedures in action, to evaluate them to ensure that they are appropriate, effective, fair and consistent. The outcome of reviews will be shared to all those involved, as appropriate.

6.0 Pastoral Support Framework and Staff Development

Shire Oak Academy operates a tutor system for each year group, supported by a resolute team: a non-teaching Student Support Manager (SSM) and Student Support Officer (SSO), working closely with a teaching Achievement Leader. Each team is overseen by an Assistant Headteacher.

Shire Oak Academy will ensure that all staff receive appropriate high-quality training on establishing and managing positive behaviour to support the implementation of this policy.

Shire Oak Academy recognises that no behaviour for learning policy can cover all eventualities and behaviour incidents. The Headteacher, the IEB and The Mercian Trust reserve the right and discretion to make case-by-case decisions where appropriate.

7.0 Links with other policies or legislation

This policy has a significant impact on the daily life of the school, and as such is linked to several policies. The following Department for Education (DFE) documents, should be read in conjunction with this policy:

[Suspension and permanent exclusion from maintained schools](#)

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies 2017](#)

[DFE and ACPO Drug Advice for Schools 2012](#)

[Use of reasonable force in schools 2013 \(update pending\)](#)

[Behaviour and Discipline in Schools: advice for headteachers and staff 2024](#)

[Screening, Searching and Confiscation: advice for schools 2022](#)

[Keeping Children Safe in Education 2024](#)

In addition, there are several policies linked to this policy including:

- SEND Policy
- Anti-bullying Policy
- Safeguarding Policy
- Attendance Policy
- Praise and Rewards Policy

This policy links with the Equality Act 2010, specifically the school's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.

8.0 Celebrating Success and Positive Behaviour

Rewards play a key role in motivating students and reinforcing that positive behaviour is valued and clearly defined. At the heart of our approach is a strong emphasis on praise both formal and informal, celebrating individuals and groups who consistently strive to #BeIncredible.

Shire Oak Academy aims to encourage and celebrate the efforts, academic, sporting, social and cultural successes of all its students in all areas of the academy. Staff are expected to lead with praise, acknowledging and recording positive behaviour both in and out of the classroom.

When students demonstrate behaviours that go beyond our learning habits, they are rewarded for upholding our ASPIRE values.

We provide tangible rewards for effort, attendance, positive classroom behaviour, and contributions to the Shire Oak Academy community. Examples of rewards include:

- Praise (formally, informally, discretely, publicly)
- Write name on the board
- Positive points on class charts
- Communication with home
- Zero Hero Events – for students who receive zero negative behaviour points during a half term.
- Praise trips and activities.
- Prizes
- Recognition in end-of-term assemblies
- ASPIRE rewards ceremonies.
- Use of house system.

Praise points are awarded to students who uphold the following Shire Oak learning habits, which are available to earn in every lesson.

Shire Oak Academy Learning Habits	
1	Everyone attends all lessons.
2	Everyone arrives on time.
3	Everyone has correct uniform.
4	Everyone moves around the academy safely.
5	Everyone follows instructions first time, every time.
6	Everyone uses respectful and kind language.
7	Everyone completes all classwork.
8	Everyone completes all their homework.
9	Everyone has correct equipment.
10	Everyone actively participates in each lesson.

9.0 Setting the Standard: Student Conduct and Responsibility

At Shire Oak Academy, our high expectations create a culture of excellence, respect, and responsibility. Our students are expected to uphold the values of the academy in their conduct, appearance, and attitude to learning. These expectations are designed to ensure a safe, supportive, and focused environment where every student can thrive.

9.1 Expectations around the academy site

Students are expected to always adhere to the Academy expectations when in school. These expectations are explicitly taught to students and their families during transition at the start of each academic year, and are reinforced through assemblies, form time, and other key opportunities throughout the term.

In practice, this means:

- Arriving on time to school punctually, to every lesson, every day
- Wearing full school uniform throughout the day
- Walking calmly, quietly, and purposefully between lessons, keeping to the left
- Treating all staff and students with respect and maintaining personal space
- Respecting the school environment by not littering or damaging the environment
- Following instructions from all staff first time, every time
- Behaving in a calm and orderly manner
- Reporting any unsafe or concerning behaviour to a member of staff immediately.

9.2 Expectations when Interacting with staff

At Shire Oak Academy, we expect all students to interact with staff and visitors in a respectful, courteous, and professional manner. This includes:

- Greeting adults, including visitors, warmly and politely (e.g. smiling and saying “Good morning” or “Hello”)
- Speaking respectfully, using polite language such as “please,” “thank you,” and “excuse me.”
- Waiting to be invited to speak rather than interrupting
- Never shouting or using inappropriate or foul language
- Always maintaining polite and respectful behaviour and tone
- Demonstrating respectful body language, such as sitting or standing up straight, maintaining eye contact, and facing the speaker
- Avoiding disrespectful gestures, such as eye-rolling, shrugging, or turning away.

9.3 Expectation in the classroom

To create a positive and productive learning environment, it is essential that all students understand and uphold the following expectations. These guidelines are designed to support a student’s academic success, personal growth, and the smooth running of every lesson. In practice, for students this means:

- Arrive fully prepared for every lesson with the correct equipment.
- Complete all homework on time and to a high standard.
- Follow classroom routines and instructions immediately and respectfully.
- Focus fully during lessons by listening carefully, concentrating, and following instructions.
- Show respect by maintaining one voice during discussions and remaining silent during independent work.
- Take responsibility for your learning by asking for help when needed and completing all classwork to a high standard.
- Support a positive learning environment by avoiding disruption and allowing others to learn.
- Celebrate others’ achievements and contribute to a positive classroom atmosphere.
- Value different opinions and communicate with peers in a respectful and appropriate manner.
- Celebrate the achievements of others and encourage a positive classroom atmosphere.

- Accept sanctions calmly and respectfully when issued.
- Communicate respectfully with peers and staff.

9.4 Conduct outside the Academy

Students are expected to maintain high standards of behaviour and positive attitudes when representing the academy off-site, including during trips, visits, placements, interviews, and travel to and from school. This also applies after school, at weekends, and during holidays.

10.0 Creating a Supportive and Effective Learning Environment

Staff play a vital role in creating a safe, respectful, and engaging learning environment where all students can thrive. Members of staff enable students to learn by:

- Building and maintaining positive relationships
- Always speaking to students kindly and respectfully.
- Use all available information (e.g. provision maps, learning plans) to understand the needs of your class.
- Plan well sequenced, purposeful lessons, adapting to meet individual needs.
- Establish routines and seating plans.
- Model positive behaviour through positivity, preparation, consistency, and a professional attitude.
- Provide regular, constructive feedback and recognise effort with praise and positive behaviour points.
- Use pre-emptive strategies to prevent off task or low-level disruptive behaviour, ensuring all students remain focused and engaged.
- De-escalate issues calmly when they arise.
- Apply the behaviour system fairly, proportionately and consistently using a tiered approach (Interventions, Sanctions, Monitoring, APDR – Assess, Plan, Do, Review – refer to appendix 1)
- Respond to inappropriate behaviour with a calm, consistent professional approach to reinforce high expectations.
- Foster a supportive classroom environment that promotes mutual respect and positive behaviour.

Senior leaders will ensure that staff have regular opportunities to engage in behaviour management training and professional development.

10.2 Supportive Interventions

Shire Oak Academy is committed to ensuring that every student can succeed within a safe, respectful, and inclusive learning environment. Our Behaviour for Learning Policy reflects this commitment by setting clear expectations and providing consistent support to help students meet them.

We recognise that behaviour is a form of communication and that some students may require additional guidance to consistently demonstrate positive conduct. In such cases, a restorative and supportive approach is taken, using a range of strategies to help students reflect, re-engage, and make positive choices.

Examples of supportive interventions for students include:

- Restorative Conversations: Students engage in reflective discussions with the staff members who issued the consequences, helping to rebuild trust and understanding.
- Mentoring: Targeted mentoring is offered to help students develop emotional regulation, resilience, and positive behaviour strategies.

- Individual Learning Spaces: Students may be seated individually to reduce distractions and support focus, offered a temporary time-out, or relocated to another classroom to help them re-engage positively with their learning.
- Homework Support: Students who struggle with homework are encouraged to attend Homework Clubs or SEND clubs for structured support.
- Punctuality Support: Persistent lateness is addressed through communication with home by the Student Support Manager, working in partnership with families.

10.3 Reasonable Adjustments

Staff must apply the Behaviour for Learning Policy with flexibility, making reasonable adjustments for pupils with identified needs. Behaviour may reflect underlying challenges, so staff must refer to each pupil's provision map, which outlines their specific needs and strategies.

This ensures responses are fair, inclusive, and tailored to support positive outcomes.

11. Responding to Behaviour That Falls Below Expectations

Positive behaviour management is about helping students make appropriate and positive choices. While negative behaviour must be addressed, we recognise that it is not always the result of deliberate choices. Some behaviours may stem from unmet needs. When such issues are identified, we will provide appropriate support, both internal and external to help students overcome barriers and succeed.

A range of strategies will be used to respond to inappropriate behaviour, following a tiered system that includes interventions, sanctions, monitoring, and the APDR cycle (Assess, Plan, Do, Review), as outlined in the appendix 1. These include, but are not limited to:

- Non-verbal strategies
- Encouragement
- Gentle reminders
- Verbal warnings
- Detention
- Communication with home
- Loss of privileges

11.1 Graduated Behaviour Responses

Staff are encouraged to begin with a restorative approach, using conversations to rebuild relationships, reinforce expectations, and reset behaviour. This helps support long-term improvement. However, if

behaviour does not improve, staff should use professional judgment to move to a more assertive approach to address persistent issues effectively.

Strategy	Action/Script	Examples/Consequence
The teacher's behaviour booklet offers a range of ideas and techniques to support behaviour management in the classroom. It is important to explore these before a verbal warning		
1st Verbal Warning Stay calm, issue a warning stating explicitly what is deemed as unacceptable behaviours and how the student can improve	Move to the student – do not deliver verbal warning across the classroom Explain explicitly how learning has been disrupted using the following script. <i>(Name) you are not meeting Shire Oak Academy expectations for ... this is your first warning, moving forward I want to see</i>	Lack of work, disturbing others not paying attention, unruly behaviour, chewing gum Write name on board
2nd Verbal Warning If behaviours continue, a second warning to be issued, making clear a sanction will be put in place if no improvement is made	<i>Move to the student again – do not deliver verbal warnings across the classroom.</i> <i>Explain explicitly how learning has been disrupted using the following script:</i> <i>(Name) this is your final warning if you continue with, sanctions will be put in place.</i>	A tick next to the name on the board Log on Class Charts
Disruption to learning. If behaviours continue, a disruption to learning should be logged on Class Charts.	<i>Move to the student again – do not deliver consequences across the classroom.</i> <i>(Name) despite two warnings you are not meeting Shire Oak</i>	Issue a 10-minute detention at break or lunch to have a restorative conversation. Log on Class Charts

	<i>Academy expectations, I am now going to issue ...</i>	
Time Out from Classroom If the behaviour has continued, despite intervention, then the student should be placed in a lesson time out. This time out should be with another classroom within your department. Your Subject Lead will communicate where these rooms should be. Ensure the students has work to take with them.	<i>(Name), despite several warnings you are not meeting Shire Oak Academy expectations and have caused significant disruption to learning, you will now complete your learning in....</i>	Timeout within the departments/areas of the school/year group. It is strongly encouraged for class teachers to make parental contact if a student has been given a time out.
Emergency on call If a student's behaviour is unsafe and further support is required. Or, if after appropriate processing and de-escalation time has been given, a student refuses to attend the timeout room.	Remain calm, refrain from raising voice and keep instructions clear. For situations where a student is distressed: "I can see you are feeling overwhelmed right now. Let us step outside for a moment so we can talk safely and privately." For situations where a student is refusing to leave the classroom: "I need you to make the right choice, staying here like this isn't right for you or others. Let us move to the time-out room"	Taken to someone in the department/if extreme taken to Reset. It is strongly encouraged for class teachers to make parental contact if a student has been involved in an emergency alert.

11.2 Behaviour Patterns

Each instance of negative behaviour is assigned a point value and addressed immediately during a lesson. However, these points may also accumulate throughout the day and result in a cumulative sanction, depending on the overall pattern of behaviour. This serves as a guideline and may be adjusted based on context.

Cumulative Points	Consequences
	Potential consequences for specific behaviours:
1-2	Verbal warnings
3-4	Restorative conversations
5-6	Class teacher detentions
7-9	Whole school detentions
10-13	RESET room for half a day including social time
14-17	RESET room for one day and parent/carers meeting
18-19	RESET room for two days and parents/carers meeting
20+	Reviewed and potential suspension

11.3 Detentions

Detention is issued to reinforce expectations, address repeated or serious behaviour concerns and provide a structured opportunity to reflect.

Detention will be issued by staff via Class chart and communicated directly to parents/carers. After school detentions will take place each night.

Types of detention:

Short Detentions (10 minutes)

- Held during break or lunch by subject staff. These are used for minor infractions and serve as a quick and effective way to address behaviour promptly and help students move forward.

Standard Detentions (30 minutes)

- Issued for the following day after school and managed centrally. These are used for more serious or repeated behaviours, ensuring a consistent approach across the school.

Extended Detentions (60 minutes)

- If a student receives multiple detentions in one day.
- Or have missed a 30 minute detention

Headteachers Detentions (90 minutes)

- Or have missed a 30 minute detention
- For serious incidents or missed extended detentions.

Any disruption during detention will result in an escalated sanction for example Reset. Missed detentions without a valid reason will be extended for the following session, while valid absences due to illness will result in the detention being rolled over to the next school day.

11.4 Reports

Students who persistently fail to meet the required standards of behaviour, homework or punctuality may be placed on report. There are two types of report:

- Curriculum Report – issued by curriculum leaders to identify and address behaviour concerns specific to subject areas, ensuring targeted support and intervention
- Tier Report – A structured system from Tier 1 to 5, offering escalating support and accountability based on the severity and frequency of behaviour concerns. (See Appendix 1)

For example:

- **Tier 1: Form Tutor Report** - Students begin on Form Tutor Report, meeting with their form tutor daily to review progress against set targets. This stage focuses on early intervention and pastoral support.
- **Tier 2: Student Support Manager/Officer Report** - If concerns persist or escalate, students may move to a Student Support Manager Report. They will meet with a designated staff member at the end of each day to review behaviour points, reflect on their day, and receive targeted support.

This tiered approach ensures that interventions are proportionate, consistent, and supportive, with clear expectations and accountability at each stage. (Refer to appendix 1 for more detail)

11.5 Community service

In cases where a student has caused damage or vandalism to school property, Shire Oak Academy may implement community service as a restorative sanction. This will typically take place during a detention period, during which the student will be expected to assist with site-related tasks such as litter picking or supporting site staff in repairing or tidying the affected area.

11.6 Reset and Reflection

Reset is an internal isolation space used for short-term intervention in response to serious or escalating behaviour. It is typically triggered by the accumulation of behaviour points or an emergency call-out. Designed for immediate action and a quick turnaround, Reset provides a structured environment for students to reflect on their behaviour before reintegrating into lessons.

Reflection is a broader, on-site provision available from 8:35 a.m. to 4:00 p.m. It offers mentoring and targeted support to help students rebuild, re-engage with learning, and address behavioural challenges. While Reflection is a proactive and positive intervention, it also supports reintegration following time off-site, new student induction, prolonged absences, tiered behaviour management, or more complex behavioural needs. The duration of time spent in Reflection is determined by the Senior Leadership Team based on individual circumstances and support requirements.

11.7 Suspension

‘Good discipline in schools/academies is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’ Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement,’ DfE, August 2024.

Shire Oak Academy follows all government guidance on suspensions and exclusions.

Suspensions are used when behaviour seriously and negatively affects learning, safety, school order, or the academy’s reputation.

Only the Headteacher (or a delegated senior leader) can authorise suspensions or permanent exclusions, in line with DfE, Mercian Trust, and Walsall MBC frameworks.

Suspension length depends on the severity of the incident; repeated suspensions may result in longer durations.

A governor behaviour panel may be convened for students at risk of permanent exclusion.

Permanent exclusion is considered only for serious or repeated breaches of the behaviour policy that threatens the welfare or education of others.

All incidents are thoroughly investigated, with decisions based on evidence, school policies, and consultation with relevant staff.

Further details can be found in the suspension policy.

11.8 Mini Moves:

A mini move is a short-term arrangement where a student temporarily attends another school or provision to support the temporary management of behaviour and prevent escalation.

11.9 Off Site Direction (Management Moves):

Offsite direction is a supportive, time-limited intervention where a student temporarily attends an alternative provision or another mainstream school to address behavioural concerns and provide a fresh start. This may lead to a permanent move if successful.

The governing board of Shire Oak Academy reserves the right to direct a student to another educational setting where previous interventions or targeted support have not led to improvement. All relevant Department for Education (DfE) guidance will be followed in the implementation of off-site direction.

11.10 Governors' Hearing and Permanent Exclusion:

Governors' panels are held to address serious or repeated breaches of academy rules, often serving as a final warning before pursuing a permanent exclusion.

Typical reasons for a Governors' Hearing include (but are not limited to):

- Persistent refusal to follow academy rules.
- Behaviour or attitudes that consistently go against the academy's ethos.
- Extreme defiance or rudeness
- Possession or use of weapons
- Malicious accusations against a member of staff
- Serious misconduct or actions bringing the academy into disrepute (on – off site)
- Gang affiliation

11.11 Permanent exclusions can be used for:

Persistent breaches of the Positive Behaviour Policy and a serious one-off incident. (Refer to suspensions policy)

12. Uniform and equipment

Shire Oak Academy has a uniform policy, and all students are expected to adhere to it. If there are specific reasons why a uniform is incorrect and the parents/carer have communicated with school, the tutor can write a uniform pass for that day in the student planner. Passes will be temporary and only used in circumstances that do not allow students to borrow uniform from our uniform hub.

Students should ensure their uniform is correct before entering the school site, all students will be required to wear a blazer through the school gates.

Pupils must bring a bag or rucksack to school every day. This should contain:

- pencil case containing pens, a pencil, ruler, rubber, pencil sharpener.
- all their books for the lessons they attend on any day.

- PE equipment if they have PE.
- any specific equipment for design technology

Form tutors will check uniform each morning during line ups, ensuring that students enter form time and leave form time properly dressed. The equipment will be checked in form time.

As part of lesson routines, class teachers should ask students who are not correctly dressed to pause at the door whilst they rectify any problems. Students should not enter the classroom wearing any outdoor clothing. If any student refuses to correct their uniform, the staff member will insist that the student rectifies their uniform.

If the student continues to refuse this should be referred to the pastoral team.

All staff are expected to address students who are not dressed correctly and ask them to correct their uniform whilst walking around the academy site.

13. Mobile phones and personal technology

At Shire Oak Academy, all personal electronic devices including mobile phones and earphones are covered by this policy. While we understand and respect that some parents wish for their child to carry a phone for safety while travelling, our school site is strictly mobile phone free.

Phones must not be seen or heard at any time during the school day; if they are, the device will be confiscated, logged on Class Charts, and stored securely in the pastoral hub for collection at the end of the day, with repeat incidents requiring a parent or carer to collect the phone from reception between 3:30 p.m. and 4:00 p.m.

If a student refuses to hand over a prohibited device, staff will issue clear and consistent instructions, encouraging the student to make the right choice. If the student continues to refuse, they will be informed that this will result in a day in Reset.

14. Use of Toilets

At Shire Oak Academy we expect all students to be able to use the toilets safely and appropriately. To ensure that toilets are a safe environment for all, we reserve the right to:

- Ask students to queue outside the toilet area.
- Direct students to use a particular cubicle.
- Ask students to leave the toilet area as soon as they have washed their hands.

At no time should students use a cubicle at the same time as another student: this will be grounds for a search to be performed. Repeated offenders may face further sanctions.

Students are not permitted to use the toilets during lesson time unless supported by medical evidence or through direct agreement with a parent/carers. In such cases, a toilet pass will be recorded in Class Charts.

15. Punctuality

Students are expected to arrive at the school site by 8:35 a.m. each morning. Staff will operate a late gate to record the names of students arriving after 8.40am. The attendance team will also monitor and record students who arrive after 9:10 a.m.

Students who are late will receive a same day detention, held at break, lunch, or after school. Persistent lateness will result in communication with parents/carers and may lead to further actions, as outlined in the academy's Attendance Policy.

Students are also expected to arrive promptly at every lesson, ready to learn. Late arrival at lessons will result in negative behaviour points, and repeated lateness will be sanctioned by the class teacher. Any student who arrives 10 minutes or more late to a lesson without a valid reason and/or note will be considered truanting, and this will be addressed accordingly.

16. Screening, searching and confiscation.

Shire Oak Academy reserves the right to conduct searches for all students' bags, pockets, and possessions. This is conducted without physical contact with the student.

Prohibited items include, but are not limited to:

- Knives, weapons and items are likely to cause harm or personal injury.
- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Aerosols
- Tobacco, cigarette papers, matches or lighters.
- Vapes, vaping equipment or vape fluid.
- Fireworks
- Pornography (images, videos or equipment)
- Permanent markers or items likely to be used to damage property.

Searches will be conducted with the student and two members of staff present. There is no legal obligation for the school to inform or seek the consent of parents or carers before a search. Any items which are not allowed in school will be dealt with in accordance with the sections below and parents will be notified.

If a student refuses to be searched, they will be placed with a member of staff and parents will be required to attend school.

Any item (which is confiscated that is NOT part of the prohibited item list) by a member of staff will be handed into the pastoral hub, held securely, and may be returned at the end of the day.

Age related illegal items such as vapes, cigarettes or alcohol will not be returned to students but disposed of. Students in Year 13, despite their age, are still strictly forbidden from bringing vapes, cigarettes or alcohol into school. These items will be confiscated and disposed of.

Illegal items will be handed to the police.

17. CCTV

Shire Oak Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the school's data protection policy and related legislation.

18. Use of reasonable force

'Reasonable force' refers to a range of actions involving physical contact that staff may use when necessary to manage student behaviour.

Force is considered reasonable when:

- It is proportionate to the consequences it is intended to prevent.
- The level and duration are the minimum required to achieve the desired outcome.

Reasonable force is used to control or restrain students and only when necessary.

Examples of control include:

- Passive physical contact, such as standing between students or blocking a student's path.
- Active physical contact, such as guiding a student by the arm to a safe space.

Restraint is used in more serious situations, such as when students are physically fighting and refuse to separate. This may involve:

- Physically holding a student back
- Bringing a student under control to prevent harm

All school staff have the legal power to apply restraint to prevent students from harming themselves or others.

The member of staff must record any use of reasonable force.

Staff receive annual training to ensure they understand when and how to apply reasonable force appropriately.

19. Social Media

Students must not access social media during school hours, as mobile phone use is not permitted.

However, if a student uses their phone solely to report social media abuse to a member of staff, it will not be confiscated.

Shire Oak Academy does not typically intervene in social media issues that occur outside school hours, though we reserve the right to do so when necessary. We advise parents to ensure their child uses only age-appropriate platforms and remind them that no child under thirteen should be using social media, as this breach's platform age restrictions.

If issues arise, we recommend parents take screenshots before deleting any messages, images, or apps, and share them with the police if appropriate. Where a student's wellbeing is affected, we will offer support or help access external support services.

20. Allegations of Abuse against staff

All allegations against staff will be treated seriously and other agencies involved as appropriate.

Allegations should be directed towards the Headteacher. Allegations about the Headteacher should be directed towards the Chair of the IEB.

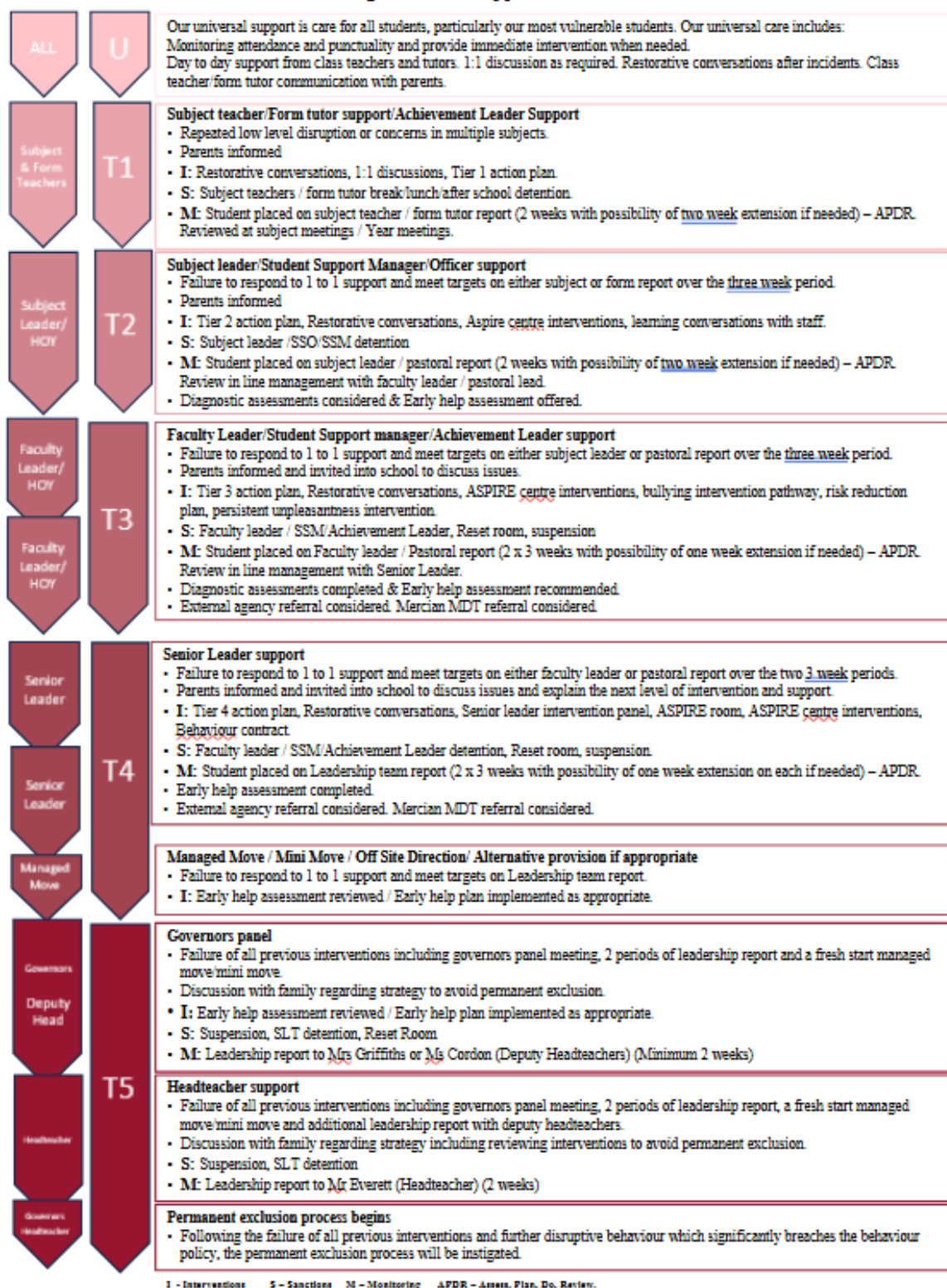
False allegations about staff will be treated as malicious, and may result in serious disciplinary action, at the Headteacher's discretion. This may include suspension, or permanent exclusion, in recognition that such allegations might have grave consequences for the staff involved.

21. Police

Shire Oak Academy will liaise with the police in all matters where criminal activity has taken place or is suspected to have taken place. In addition, Shire Oak Academy will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Appendix 1:

Strategic Student Support Flow Chart



Appendix 2:

Class Charts: Points Allocation		
Form Tutor Incorrect Equipment (1) Incorrect Uniform (1) Late to school (5) Truancy (10) Class Teacher Not attempting the work/task (1) Late to lesson (3) Time out to another lesson (5) Homework not completed (5)	All Staff Name calling/inappropriate language (1) Dropping litter (1) Chewing gum (1) Verbal warning (1) Time out of lesson (5) Disrupting learning (2) Poor behaviour in the corridor (2) Inappropriate use of school device (1) Abuse of school property (5) Leaving a lesson without permission (10) Refusal to follow instructions (5) Discriminatory language (20) Serious damage to property (20) Setting off the fire alarm (20)	Serious Incidents Persistent bullying (20) Fighting (10) Extortion (20) Threatening behaviour (20) Theft (20) Smoking or Vaping (20) Possession of a prohibited item (20)
Guidance for individual events <i>The following tariff outlines typical responses to specific incidents; however, each case is assessed individually, based solely on the available evidence, and is subject to reasonable adjustments to ensure fairness, consistency, and inclusivity.</i>		
Lack of uniform	Send to uniform hub, record on class charts. Note in planner if uniform unavailable from hub	
Vaping	Logged on class chart, vaping support/intervention	
Truancy	Try and reintegrate to lessons, negative points, phone call home. Persistent truancy intervention, mentoring and potential suspension	
Persistent Disruption	Along with progressive tiered sanctions. Withdrawal from school trips, school events and for events such as year 11 prom	
Walking away from a member of staff	Potential detention, repeated incidents suspension	
Visible phone or devices	Device confiscated, logged on Class Charts, and stored securely in the pastoral hub for collection at the end of the day, Repeat incidents requiring a parent or carer to collect the phone from reception between 3:30 p.m. and 4:00 p.m. Refusal to handover a day in Reset.	

Swearing directly at a member of staff	Potential suspension