



SANDWELL ACADEMY



Behaviour Regulation and Relationships Policy

July 2026

Document Details

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Change Record

Version	Date	Description
2.1	September 2022	New statutory guidance for Suspension and Permanent Exclusion September 2022 & Behaviour in schools Advice for headteachers and school staff September 2022
2.2	September 2023	Re-visioning of approach to supporting behaviour and amendments to behaviour levels.
2.3	September 2024	'Disruption Stage 4' replaced by 'Major disruption', in line with updates to Behaviour for Learning procedure Additions to definitions for misbehaviour/serious misbehaviour Update of staff in attendance for Level 6 meeting with the Headteacher
2.4	January 2025	Renaming of Intervention Education Centre to Reflection Hub New section on use of the Reflection Hub
2.5	July 2025	Re-visioning of approach to centre on the Sandwell Academy 'SA' Way.
2.6	July 2026	Review of policy. Added in reference to standing assemblies.

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1. Our Approach: The Sandwell 'SA' Way

At Sandwell Academy, we believe behaviour is something that can be taught, supported and improved. Strong relationships between staff and students are central to this. We promote a consistent culture through our three core values:

- **Brave** – taking responsibility, showing resilience, doing the right thing
- **Kind** – showing respect, empathy and care for others
- **Proud** – taking pride in learning, behaviour and the school community

These values shape expectations in lessons, around the school, and beyond the school gates. Expectations are outlined in the Student Charter and reinforced with families.

2. Teaching and reinforcing the SA way

2.1 Embedding Culture

The first week of the academic year focuses on embedding the SA Way through a structured programme of success assemblies, workshops and Personal Tutor (PT) sessions. Students attend assemblies and workshops led by senior leaders to introduce expectations and core values, followed by targeted sessions on key strands of the SA Way. Lessons reinforce routines and expectations through classroom routines, ensuring all students start the year with clear understanding and consistency.

2.2 Standing Assemblies

Every day begins with a standing assembly lead by a member of the Senior Management Team. This is a key part of our approach and helps to:

- Create a calm, focused start to learning
- Reinforce behaviour expectations
- Share important messages and celebrate success
- Build a strong sense of community

Students are expected to enter calmly, listen respectfully, and engage fully.

2.3 Ongoing Teaching

Positive behaviour continues to be taught and reinforced through:

- A high-quality Welfare and Behaviour Curriculum, delivered through assemblies, PT time and structured lessons.
- Clear routines and expectations, taught explicitly across the school.
- Staff modelling the SA Way in all interactions.
- Regular revisiting of the SA way half termly.
- Restorative conversations and coaching to support understanding.

We use a calm, consistent and supportive approach, with behaviour tracked on Class Charts.

3. Classroom Routines

To promote a focused and productive learning environment, Sandwell Academy has classroom routines that all students are expected to follow consistently. These routines support a consistent classroom culture where learning can thrive.

	Students sit to start as soon as they enter the room, regardless of whether the teacher has arrived. This demonstrates preparation for learning.		Students have a consistent Do Now activity to complete, with consistent language used to describe the initial part of any lesson.
	Bags under tables ensures that walk-ways are kept clear. This ensures that the learning environment is de-cluttered and safe to navigate.		Teachers gain silence through the signal 3,2,1 SLANT . SLANT instructs students to: • Sit up • Listen • Answer questions • Not interrupt • Track text or teacher
	Equipment out is a routine to ensure that all learning tools are ready for use and formative assessment without delaying learning.		Stand smart to depart requires students to stand behind their chair with uniform perfect, before being dismissed in stages. This ensures an orderly exit from the lesson.
	We know students have a lot to contend with. Consistency helps us create the best conditions in the classroom for everyone to learn and succeed.		

4. Rewards – Reinforcing the SA Way

Rewards reinforce the SA Way by recognising positive behaviour, effort and achievement. They encourage students to consistently demonstrate being Brave, Kind and Proud, building a positive culture and supporting responsibility for learning and behaviour. Further details can be found in the full policy available on the Academy website.

5. Behaviour Categories

All behaviour at the Academy falls into one of two categories: **misbehaviour** or **serious misbehaviour**.

Misbehaviour – actions that fall below the expectations of the SA Way and disrupt learning, challenge staff, or impact the school environment. These behaviours do not reflect the values of being Brave, Kind or Proud.

Examples include but are not limited to:

- Disruption in lessons, corridors, and social times
- Non-completion of work or homework
- Poor attitude or defiance
- Incorrect uniform
- Truancy

Serious misbehaviour – actions that directly contradict the SA Way and the values we expect all students to uphold.

Examples include but are not limited to:

- Repeated breaches of the student code of conduct
- Bullying and all forms of discrimination (racist, sexist, homophobic, etc.)
- Sexual violence or harassment (including online)
- Vandalism, theft, fighting, or physical assault
- Unsafe or dangerous behaviour
- Possession of prohibited items such as weapons, illegal drugs, vape pens or tobacco products
- Other behaviours that put students or staff at risk

Students are expected to respect the rights of others to learn and teach in a safe environment, and it is the responsibility of everyone—students, staff, and parents—to uphold these standards. When behaviour falls short, appropriate action will be taken to maintain the safety and integrity of the Academy community, ensuring that learning and teaching can proceed effectively.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Further details can be found in the full policy available on the Academy website.

7. Consequences for Poor Behaviour

At Sandwell Academy, consequences are fair, consistent and focused on reflection and improvement. All incidents are logged on Class Charts to support early intervention.

7.1 Disruption Events

These events can occur during any session — either curriculum lessons or PT time — and are used when a student's behaviour disrupts the learning of others or prevents routines from being followed effectively.

- **DS1 – Verbal Warning:** Issued for low-level disruption (e.g., shouting out, off-task behaviour). Addressed by the teacher with in-class correction.
- **DS2 – Conduct Review:** Repeated or more serious disruption. Student is moved within the room; Welfare Team is alerted and attend lesson to speak with student. A 30-minute Conduct Review is issued to support reflection and improvement.
- **DS3 – Colleague Support:** Ongoing disruption leads to removal from the classroom to a support space. The subject teacher contacts home to discuss the incident.
- **DS4 – Major Disruption:** Serious incidents (e.g., swearing, aggression, defiance) result in immediate removal to the Reflection Hub and review by senior staff.

7.2 Parent/Carer Contact

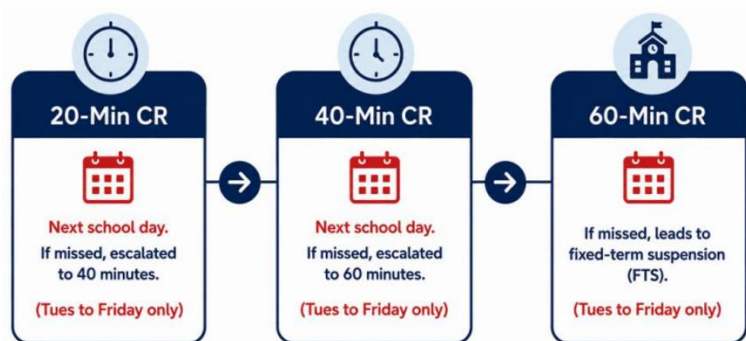
Parents/carers will be contacted when behaviour falls below expectations to explain concerns and work in partnership to support improvement.

7.3 Conduct Reviews

Conduct Reviews help students reflect on their behaviour and make positive choices in line with the SA Way. They take place on Tuesdays, Wednesdays, Thursdays and Fridays.

Parents/carers will be notified via Class Charts when a Conduct Review is issued. Failure to attend will result in escalation. Reviews are only rearranged in exceptional circumstances and require agreement from the student's Head of Year.

Students who fail to attend three consecutive Conduct Reviews (e.g. 20, 40 and 60 minutes) will receive a one-day Fixed-Term Suspension (FTS). Persistent non-attendance will lead to a meeting with the Head of Year and further action in line with the Academy's Behaviour Policy.



7.4 SMT Support

Short-term intervention for low-level concerns (e.g., behaviour or uniform). Provides a calm, structured setting to reset expectations before returning to lessons. A student may be placed in SMT support during an investigation into an incident where it is deemed inappropriate for them to attend lessons.

7.5 Reflection Hub

The Reflection Hub is a key part of the Academy's behaviour support system and operates from 8:20-2:00 PM each day. It is used for both repeated low-level and serious behaviour:

- **Support:** Short-term placement for ongoing low-level issues, focusing on reflection and improvement
- **Internal Exclusion:** Longer placement for serious incidents, with structured work and support

The Reflection Hub provides a structured, supportive space for students to reflect on their behaviour and successfully return to lessons. It may be used as an alternative to suspension to allow students to remain in school while addressing concerns. Students follow a structured programme including academic work, reflection tasks and restorative conversations. A phased return to lessons may be used, with reduced timetables where needed. Progress is monitored daily, with review meetings to support reintegration. Students are expected to engage fully, with further action taken where needed.

7.6 Personal Tutor or Head of Year Review

A two-week monitoring period with regular support and progress checks.

7.7 Fixed-Term Suspensions (FTS)

For serious or repeated misbehaviour, or where safety is at risk, the Academy may issue a Fixed-Term Suspension (FTS). This is used as a last resort, in line with statutory guidance, with the aim of supporting a swift and successful return to learning.

7.8 Offsite Direction

Off-site direction involves a temporary placement at an alternative provider or school. It allows students time to reflect, reset expectations and reduce disruption. Placements are closely monitored, time-limited, and include plans to support a successful return.

7.9 Managed Moves

A managed move can be agreed following a successful 12-week offsite direction placement to another school. It is used where a change of setting may improve behaviour, with clear expectations, regular reviews, and ongoing communication to support progress and avoid permanent exclusion.

7.10 Permanent Exclusion (PX)

Used only for the most serious or persistent behaviour, in line with statutory guidance.

8. Behaviour Levels

Sandwell Academy uses a staged behaviour system with increasing support and intervention at each level. Students may move directly to higher levels for serious incidents, and support builds as they progress.

- **Teacher / Personal Tutor:** Initial response
- **Level 1–5:** Increasing intervention for ongoing or serious concerns

Outcomes at higher levels may include targeted support, alternative provision, managed moves, or exclusion. Fixed-term suspensions may be used at any stage in accordance with the school's Exclusion Policy. All decisions are proportionate and based on the individual circumstances and seriousness of the behaviour.

- **Level 6** involves a formal disciplinary meeting with the Headteacher and parents to agree next steps.
- **Level 7** is the final stage, which may result in continued placement or permanent exclusion

The purpose of the Level 6 meeting is to explore all possible support and next steps. Outcomes may include a return to current studies with behaviour targets and regular review meetings, placement on an alternative programme that better meets the student's needs while protecting the learning of others, temporary off-site direction, a voluntary managed move to another school, or a permanent exclusion.

9. Support Given to Students

Support is tailored to each student and may include parent meetings, PT or Head of Year reviews, welfare and inclusion support, targeted interventions, and input from external agencies. Assessment and behaviour plans may be used where needed, alongside options such as off-site provision or managed moves. This reflects a personalised approach to removing barriers and supporting success in line with the SA Way.

10. Beyond Classroom Behaviour

Off-site Behaviour

The school may apply consequences for behaviour outside school where it relates to school life, including travel, trips or wearing uniform, particularly where it affects safety, reputation or expectations.

Malicious Allegations

False or malicious allegations against staff or students will be taken seriously and addressed in line with the behaviour policy, with appropriate support provided to all involved.

11. Use of Reasonable Force, Searching and Confiscation

Physical Intervention

Staff may use reasonable force, in line with DfE guidance, to prevent harm, ensure safety or maintain order. This is a last resort and used proportionately. All incidents are recorded and parents/carers will be informed. Further details can be found in the full policy available on the Academy website.

Confiscation

The school may confiscate prohibited or unsafe items in line with national guidance. Actions are carried out respectfully, with a focus on safety and maintaining standards.

12. Support, Inclusion and Safeguarding

Student Support and Inclusion

The school is committed to fair and inclusive behaviour support, in line with the Equality Act 2010. Staff work together to provide personalised support, using assessments and targeted interventions where needed, in partnership with parents/carers.

Safeguarding and Behaviour

Changes in behaviour may indicate safeguarding concerns. Where needed, these are followed up in line with the Child Protection and Safeguarding Policy, with staff considering each student's wider wellbeing.

13. Discretion

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

14. Training

All staff receive annual behaviour training to ensure consistent, high-quality practice. Additional support is provided for early career teachers and where needed. Behaviour training is also part of staff induction and ongoing professional development to maintain high standards across the Academy.

15. Monitoring arrangements

This Behaviour Regulation and Relationships Policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. At each review, the policy will be approved by the Headteacher.

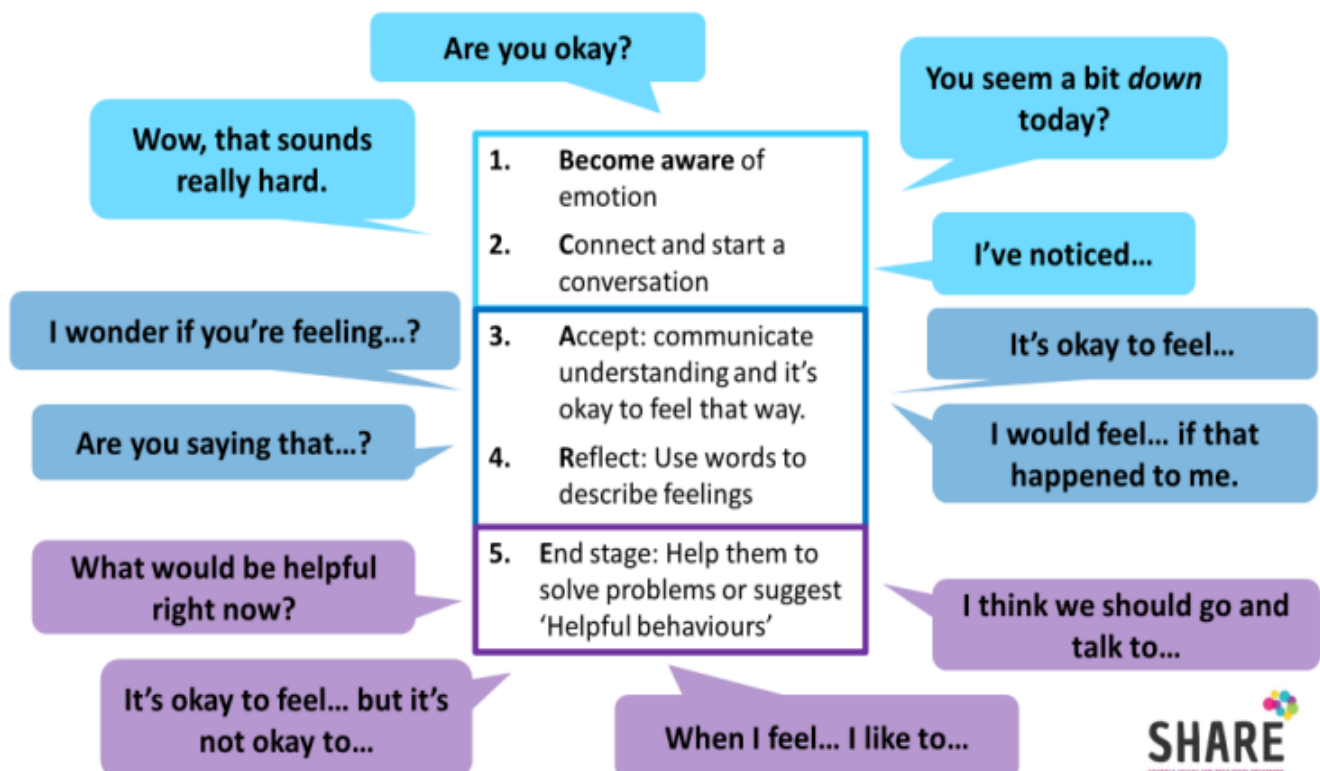
16. Links with other policies

This Behaviour Regulation and Relationships Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy
- Wellbeing Policy

Appendix A – Emotion coaching

1. **Become aware of emotion.** Especially if it is low intensity (such as disappointment or frustration).
2. **Connect.** View their emotions as opportunities for connection and teaching.
3. **Accept.** Listen and accept their emotions: avoid judgement.
4. **Reflect.** Help them use words to describe what they feel.
5. **End stage.** If appropriate, help them to problem solve. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.



Appendix B – Student Charter

At Sandwell Academy, every student is expected to embody our three core values—**Brave**, **Kind**, and **Proud**—all day, every day. These values guide how we behave, how we learn, and how we treat others.

Be Brave (Doing what's right)

We show courage in learning and conduct:

- Behave in an orderly and self-controlled way, even when things are difficult.
- Follow instructions the first time and accept consequences, when given, with maturity.
- Persevere through challenges and setbacks—ask for help when needed.
- Speak up respectfully when something isn't right, and stand up for others.
- Attend school every day, ready to engage and give your best.

Be Kind (Respecting others)

We treat others and our environment with respect and care:

- Show respect to staff, students, and visitors at all times.
- Move through the building calmly, on the left and with purpose
- Treat the school buildings, equipment (including the ICT facilities) and shared spaces with respect.
- Include others and speak kindly—bullying and unkindness have no place here.
- In sessions make it possible for all students to learn
- Use social media responsibly; bullying or inappropriate online behaviour will not be tolerated.

Be Proud (Taking responsibility for your conduct and learning)

We take pride in ourselves, our learning, and our school:

- Wear the correct uniform at all times
- Arrive on time and fully prepared
- Complete all classwork and homework to the best of your ability.
- Represent the Academy positively, both in and outside of school.
- Bring your phone only for emergencies, keep it switched off on site, and never use it to take photos or videos in or near school or on school transport.
- Never behave in a way that brings the school into disrepute—online, in the community, or elsewhere.

Other Expectations

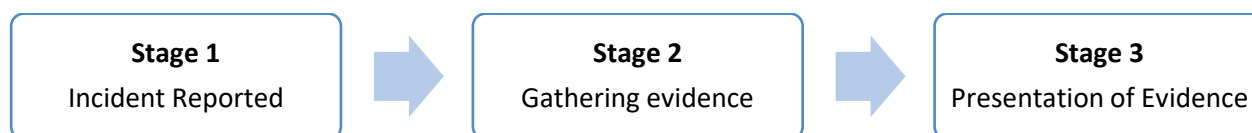
- Everyone must be safe: aggressive, threatening, or intimidating behaviour will result in immediate consequences. Bullying is not tolerated.
- Illegal drugs, harmful substances, or weapons/prohibited item (e.g., vape pen) possession, sale, or use on or off school grounds will result in permanent exclusion.
- Breaches of the law are breaches of the Student Charter.

Personal Tutor – I have shared and presented			
Signed		Date	

Student – I have listened, read and understood			
Signed		Date	

Parent/ carer – I have discussed and acknowledged			
Signed		Date	

Appendix C – Investigation Procedures and Protocols



Stage 1 – Incident Reported

When an incident is reported it will be referred to either the Head of Year (HOY) or a member of the Welfare Team.

The immediate response will be to ensure one, or some, of the following:

- everyone is safe
- whether medical aid is needed
- whether emotional support is required
- whether an item needs confiscating
- whether or not the incident needs reporting to the police or other agencies

The Welfare Team will then liaise with the Inclusion and Welfare Specialist to establish the investigation priorities and to make an investigation plan.

- what needs to be investigated
- isolation of students
- who is carrying out the investigation
- anyone who needs to be spoken with ('witnesses')
- any sources of evidence, for example CCTV footage,
- if any searches of students are required
- setting out the importance of confidentiality

Stage 2 – Gathering Evidence

Evidence during an investigation may include, but not be limited to:

- CCTV footage
- Student statements
- Staff statements

CCTV will be reviewed and bookmarked by the Pastoral Manager overseeing the investigation. CCTV footage should be viewed discretely and only be seen by necessary staff. In the process of reviewing CCTV footage if a safeguarding concern is raised the Inclusion and Welfare Specialist will be contacted and the footage must be password protected. The CCTV footage should immediately be shared with the Designated Safeguarding Lead (DSL).

Students will be interviewed and, where appropriate, asked to complete a *student statement* form. This is likely to be the case when details of the incident are contested. It is an expectation that students will co-operate with this process. At this stage the parents may not be contacted as the interview is only to try to help establish the facts and to ascertain, on the balance of probabilities, what happened.

In the event that it is discovered that the account on a student's *student statement* form is false, or lacking key known information, the person investigating may request that a further *student statement* form is completed. Where an account is found to be false, or where key information has been deliberately withheld, this could also result in disciplinary action for attempting to bias an investigation.

If, in the process of an investigation, a safeguarding concern is raised, then this will be referred to the DSL who will deal with it through our normal safeguarding procedures.

Please note that it may be necessary to isolate a student(s) whilst an investigation is taking place. This may be for their own safety, the safety of others or to ensure that there is no collusion with other witnesses. When investigating low level events students can be isolated within the whole school colleague support venues, when investigating serious events students should be isolated within the Welfare Hub.

Staff will be asked to submit their statements at their earliest opportunity and this can be via email or handwritten. Staff may also be interviewed at a later date.

Stage 3 – Presentation of Evidence

Once an investigation has been completed the evidence will be presented to the relevant person dependent on the nature of the incident. The person investigating is expected to give recommendations at the end of the investigation.

Guidance for potential levels of Incidents:

- **Minor** incidents, investigated and dealt with by Pastoral Mangers, consequence agreed where applicable by the Inclusion and Welfare Specialist. PT/HOY informed and incident recorded on Bromcom.
- **Intermediate** incidents, investigated by Pastoral Mangers, with the Inclusion and Welfare Specialist overseeing the incident.
- **Major** Incidents, investigated by Pastoral Mangers, HOY or the Inclusion and Welfare Specialist, with Deputy Head for Behaviour, Senior Deputy for Welfare or Head Teacher overseeing the incident.
- **Safeguarding** incidents will be dealt with by the DSL or DDSL

When making a decision about the outcome of an investigation all evidence gathered and any mitigating circumstances will be taken into account. Full details may not necessarily be conveyed to other parties involved due to confidentiality.

The range of outcomes available will be dependent on the level of the incident. Once a decision is made, parents of all involved parties will be contacted as necessary. This will always include both the victim, and perpetrator, but in some instances, it will extend to witnesses. Any immediate consequences, mediations or restorative justice will be communicated at this point. If the decision is that a student is to be fixed term suspended, this will be communicated by the HOY, then the outcomes, targets and support package will be discussed during the student's reintegration meeting. Parents are expected to support with the reintegration process.

The Academy's Behaviour Regulation and Relationships Policy will govern all actions taken during this process.

Additional Information – Third Party Involvement

A third party is neither:

- the victim
- the perpetrator
- a witness

However, this does not mean that a third party is not affected by an incident. A third party can report an incident. If a third party is affected by an incident, they can ask for support by flagging this with their Personal Tutor and/or a member of the Welfare Team. The Academy has staff identified to provide such support.

If a third party reports an incident to their HOY or the Welfare Team, they can confirm that they are aware of the incident. However, they will not share any details with the third party and the third party will not be updated about the course of the investigation or the outcome.

A third party should **not**:

- propagate rumours or theories about what happened – they were not there
- attempt to involve themselves in the situation or the investigation
- use social media to discuss the incident or voice opinions about it
- expect updates on the investigation

Should the third party involve themselves in any of the ways above they could find themselves subject to disciplinary action in line with the Academy's Behaviour Regulation and Relationships Policy.