



Behaviour for Learning



For all members of each school community to understand how to recognise and respond to behaviour, Shrewsbury Academy has outlined their school-specific behaviour structures and procedures which you will find at the below link:

[Shrewsbury Academy Behaviour Appendices](#) This includes Shrewsbury Academy's process for recognising positive behaviour (including rewards), and our process for recognising misbehaviour (including consequences).



This information demonstrates

- i. School-specific expectations & values.
- ii. Classroom management & environments for learning.
- iii. Teaching of expected behaviours (taught behaviour curriculum)



This will enable us to support Shrewsbury Academy students and staff in achieving a purposeful, balanced education within a safe, inclusive environment, promoting success for all.

Behaviour for Life:

- i. PSHE and/or R(S)HE curriculum plans. [Curriculum - Shrewsbury Academy](#)
- ii. Enrichment and extra-curricular opportunities. [Clubs and Enrichment - Shrewsbury Academy](#)
- iii. Social routines and behaviours: [School Day - Shrewsbury Academy](#)



Recognising Behaviour



At Shrewsbury Academy, we proudly foster a culture where positive behaviour, dedication, and achievement are consistently recognised and rewarded. Our

comprehensive rewards system celebrates both everyday efforts and outstanding accomplishments – in and out of the classroom: [Shrewsbury Academy Rewards](#)

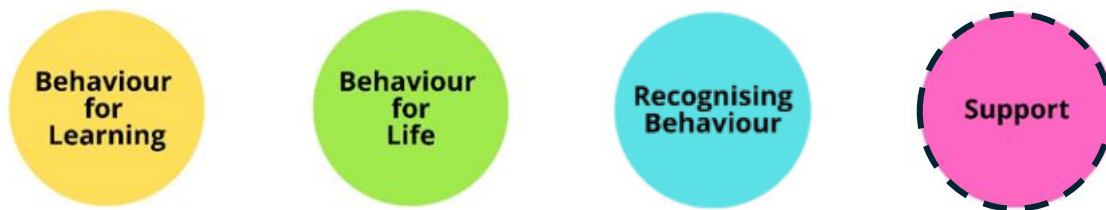
At Shrewsbury Academy, we believe that recognising and celebrating student success is key to building a positive, inclusive school culture. That is why every student is part of a House group—creating a sense of belonging, teamwork, and pride.

Through the House system, students can earn rewards not just for academic achievement, but also for showing kindness, demonstrating resilience, and getting involved in school life. These moments of recognition help students feel valued and motivated, while also encouraging a spirit of healthy competition and collaboration.

By celebrating the everyday wins—big and small—we are helping students grow in confidence, build strong relationships, and take pride in their contributions to our school community: [Shrewsbury Academy House System](#)



Support



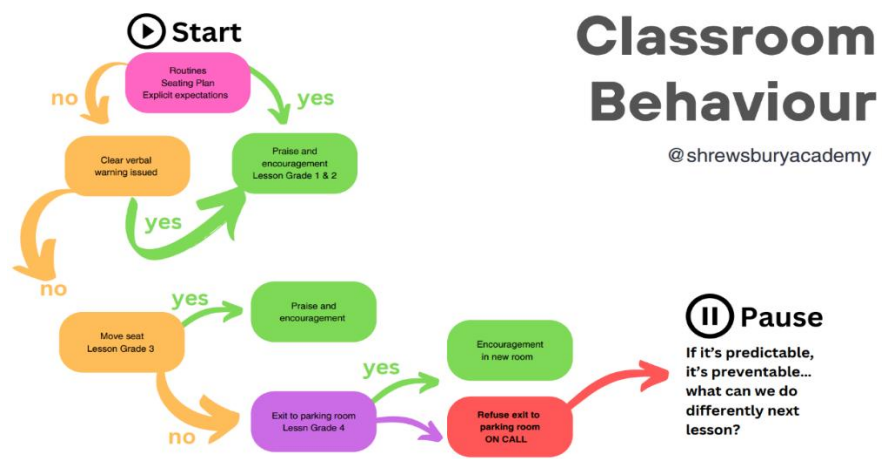
At Shrewsbury Academy, everyone is expected to behave in a calm and positive manner. Our vision for our students is summarised with the phrase Relentless^{SA}mbition and with this comes the highest of expectations. We believe that learning is founded in good behaviour.



We have adopted a three-word mantra that now underpins our expectations, ready respectful and safe. We expect all our learners to be ready to learn, with appropriate equipment, respectful to each other, themselves and staff and at all times and be safe both in and out of school. In some pastoral time for some students, we have moved to build the concept of 'Crew'. This is an initiative aimed at improving the belonging that students feel to the school and designed to develop a focus on students taking account of their actions and the impact on themselves and others. Crew, also like our normal pastoral time, focusses on a taught behaviour curriculum. This ensures that we do not just expect students to behave in a certain way, we discreetly teach what our expectations are, and why this is important.



All staff have high expectations of behaviour, and we use a consistent approach through our key essentials. An example of this is the way we, manage classroom behaviour, attempting to address issues that may occur in a calm and consistent way, looking to take every opportunity to engage students. We have adopted Teach Like a Champion (TLAC) strategies to ensure that there is consistency across our practice and that students can identify and respond to consistent language and actions regardless of which classroom or member of staff is delivering.



Team Teach is a training approach and behaviour support strategy used in school to help staff manage challenging behaviour in a safe, respectful, and effective way. It focuses on de-escalation techniques, positive handling strategies, and fostering a culture of care and collaboration. The aim is to reduce risk and promote positive relationships between staff and students, ensuring that everyone feels safe and supported. Team Teach also encourages teamwork among staff, helping them respond consistently and confidently to behavioural incidents.

The **Wave Approach** used by Marches Academy Trust schools, including Shrewsbury Academy, is a structured, graduated model designed to support all learners, particularly those with special educational needs and disabilities (SEND). It is part of a broader inclusive framework that ensures every child and young person (CYP) receives the right level of support at the right time.

Summary of the Wave Approach:

Wave 1: This is the foundation level and involves **Quality First Teaching (QFT)**. It includes high-quality, inclusive classroom teaching that meets the needs of most learners. Teachers use differentiated strategies and universal expectations (QFT10) to ensure all students can access the curriculum

Wave 2: Targeted support is provided for students who need additional help beyond Wave 1. This may include small group interventions or specific strategies to address gaps in learning or social-emotional development







Wave 3: This level offers **individualised and intensive support** for students with more complex needs. It may involve personalised plans, external specialist input, and tailored interventions to ensure progress and inclusion are realised for all students.

The Wave model is embedded within the Trust's **Learning for Life Framework**, which promotes achievement through care, empathy, and high expectations. It is also closely linked to behaviour policies that recognise behaviour as a form of communication and aim to respond with empathy and curiosity

Positive Aspects Promoted:

- **Inclusivity:** Ensures all students, regardless of background or need, are supported.
- **Early Intervention:** Identifies and addresses needs before they escalate.
- **Consistency:** Provides a clear structure for staff to follow across all Trust schools.
- **Collaboration:** Encourages teamwork among staff and engagement with families.
- **Empowerment:** Helps students feel safe, understood, and capable of achieving their potential

A summary of the waves graduated approach can be found below and encompasses the support offered to all students.

 Learning for Life	 Learning	 Health and Wellbeing	 Individual Development	 Safeguarding and Attendance	 Communities
Wave 4 Bespoke Support	Alternative provision placement, specialist therapeutic education input, individualised timetable with off site alternative provision	BeeU involvement, specialist therapeutic placements, hospital referrals, wraparound services for complex health needs	Extended or modified timetables with integrated therapeutic sessions. Highly personalised social-emotional development plan	Legal intervention (e.g. parenting contracts, penalty notices), safeguarding intervention through statutory services	Individualised community programmes, targeted reparation activities, support from youth workers or key adults, tailored work placements, and multi-agency plans promoting reintegration and purpose
Wave 3 Personalised Support	1:1 tutoring, access to specialist staff (e.g. dyslexia support), personalised learning plans, curriculum modification	BeeU referrals, 1:1 therapeutic work, bespoke behaviour/emotional support plans	Specialist career guidance for SEND, supported internships, 1:1 vocational planning	Multi-agency safeguarding plans, Child in Need/Child Protection involvement, MATi, individual attendance improvement plans, targeted early help.	Individualised community engagement programmes, tailored enrichment pathways, support from external mentors or community leaders
Wave 2	Small group interventions (e.g. reading, maths), additional scaffolding, catch-up tutoring, afterschool support sessions	Mental health support worker interventions, school counsellor, ELSA sessions, anxiety and sleep workshops.	Anger management groups, social skills training, mentoring for emotional regulation	Regular check-ins with tutors/DSLs, buddy systems, family liaison support, targeted attendance mentoring, early help support	Supported roles in school life (e.g. buddy mentor with guidance), structured involvement in local initiatives targeted coaching for reluctant participants
Wave 1	Quality First Teaching, adaptive teaching strategies, retrieval practice, knowledge organisers, inclusive classroom culture	Curriculum-based health education (e.g. PSHE, RSE) daily physical activity, universal access to school meals, emotionally literate classroom culture	PSHE curriculum, personal goal setting, assemblies on resilience and growth mindset	Clear safeguarding policies, trained DDSLs, attendance monitoring systems, universal pastoral care safeguarding curriculum (e.g., online safety, consent)	Opportunities for all students to participate in school events, student voice initiatives, classroom responsibilities and charitable activities
Pre—wave Universal	Engaging Teaching Strategies Enabling environments	Healthy Schools PSHE, nutrition	Clear routines, visible adult presence and predictable structures in school life	Visible trusted adults and clear signposting to support	Ethos of mutual respect, contribution, and inclusion woven into daily practice
Belonging	All learners have access to a full trained class/tutor who supports them to set targets, reflect on achievements and failures, develop resilience and celebrate success.				

Meet the Learning for Life Leaders



Laura Richmond
SENCo



Lucy Howells
Director of Safeguarding



Rachel Powell
Pastoral Team (DDSL)



Maddie Bavis
School Councillor



Rebecca Evans
Assistant Headteacher
Behaviour for Learning



Caroline Pritchard
Director of Trauma Informed
Practice

Culture

At Shrewsbury Academy, the culture for staff and students is built on a foundation of care, ambition, and community. Staff are empowered through regular professional development and safeguarding training, ensuring they are equipped to support students both academically and personally. The school's commitment to "Achievement Through Caring" is evident in its proactive pastoral systems, such as

The Bridge and EBSA provision, worry boxes, and strong links with external agencies. These initiatives foster a safe and inclusive environment where every student is encouraged to thrive. The CARE values; Co-operation, Aspiration, Resilience, and Excellence are embedded into daily school life, guiding interactions and expectations across the school community

For students, Shrewsbury Academy offers a vibrant and supportive culture that champions relentless ambition. Students are placed at the heart of every decision, with opportunities ranging from enrichment trips to leadership roles within the school's EDIB and LGBTQ+ groups. The school's safeguarding ethos ensures that students feel heard and protected, whilst weekly assemblies and tutor time (including crew) reinforce personal development themes. By working closely with families, local agencies, and the wider community, Shrewsbury Academy creates a nurturing environment where students are not only safe but inspired to aim high and achieve their full potential.



Learning

Shrewsbury Academy places a strong emphasis on learning as a lifelong journey, underpinned by inclusive support systems and a commitment to personal development. At Shrewsbury Academy, the concept of “relentless ambition” drives a culture where learning is prioritised through targeted strategies such as phonics support for weaker readers, including Lexonic reading interventions. We have had great success in improving the skillset of our learners in making them more confident readers. We promote consistent behaviour management, and tailored curriculum adaptations for SEND students. We recognise the importance of ensuring that learning activities match the ambition of the curriculum and build on prior knowledge.

At Shrewsbury Academy, learning for life is a central priority, reflected in the integration of enrichment opportunities, careers education, and a strong student voice. Programmes such as the emphasis on Careers Education, knowledge organisers, and the Revision Curriculum demonstrate a deep commitment to equipping students with both “powerful knowledge” and practical, real-world skills.

Staff benefit from ongoing professional development, including instructional coaching and the use of “Teach Like a Champion” strategies, which help ensure consistent, high-quality teaching across the school.

Support for students is equally robust, with structures like The Bridge and Reflection areas designed to remove barriers to learning and promote students ability to recognise and take account of their actions. These initiatives enable students to thrive in mainstream classrooms while receiving the individualised care they need. Together, these approaches reflect a shared ethos across the Marches Academy Trust: that every student deserves the tools, support, and relentless ambition to succeed—not just academically, but in life beyond the classroom.

The Lighthouse at Shrewsbury Academy is a purpose-built internal assessment and alternative provision area designed to support a wide range of student needs in a calm and nurturing environment.

Its primary aim is to offer an adapted curriculum tailored to students who benefit from a more personalised approach to learning. This includes a focus on literacy, numeracy, and project-based learning, helping students engage meaningfully with high-quality teaching while building confidence and a sense of belonging.



The Lighthouse also plays a key role in the school’s broader commitment to inclusion and support. It provides a structured yet flexible setting where students can access targeted interventions, helping them overcome barriers to learning and re-integrate successfully into mainstream education when ready. This initiative reflects Shrewsbury Academy’s ethos of relentless ambition, ensuring that every student, regardless of their starting point, is given the opportunity and support to thrive academically and personally.

Referrals

We access a wide variety of services to compliment our wave model to further support all aspects of student development to include:

- Educational Psychologist Service
- Targeted Early Help
- Sensory Inclusion Service
- Speech & Language Therapy Team (SALT)
- Young People and Families Mental Health Service (BeeU previously CAMHS)
- Mental Health Support Team (MHST)
- BEAM
- Occupational Therapy Services
- Reach for Inclusion
- Outreach Services (formerly Woodlands Outreach)
- SPECTRA
- MATi (internal trust based Alternative Provision)
- Smash Life
- Rest Easy
- Youth For Christ
- Refugee Service
- West Mercia Police School Engagement
- School Nurse
- Compass
- Social Prescribing
- With You
- Catch 22
- Education Welfare Officer
- Axis
- Youth Service
- Equine Therapy
- S4T School Food Bank



Community

Shrewsbury Academy actively promotes a strong sense of community through a wide range of initiatives that connect students, families, staff, and local partners. The school's Community Plan outlines a vision rooted in the Marches Academy Trust's ethos of "*Achievement Through Caring*", aiming to foster belonging and connection across its family of schools. Staff work closely with local agencies, including health, police, and social services, to ensure students and their families receive the support they need to thrive. Events such as coffee mornings, open days, and community

liaison activities are designed to bring people together and strengthen relationships between the school and its wider community

Additionally, Shrewsbury Academy has embedded community engagement into its daily culture. The school maintains positive working relationships with local businesses and services, and has joined the Neighbourhood Community Charter, reinforcing its commitment to safety and collaboration. Students are encouraged to contribute to their community through leadership roles, enrichment activities, and participation in events like 'Shrewsbury Academy's Got Talent' and inter-house competitions. These efforts not only build school spirit but also help students develop a sense of responsibility and pride in their local area



Signposting

Shrewsbury Academy promotes signposting as a key part of its pastoral and safeguarding strategy, ensuring students and families can easily access the support they need. This is led by the Pastoral Team and our Learning for Life Leaders. The school provides multiple channels for students to raise concerns, including speaking directly to staff, using designated worry boxes and bullying boxes, or contacting the pastoral team via email. The Learning for life team work hard to ensure that the relevant signposting is actioned promptly. The school also maintains strong partnerships with external agencies and offers referrals to services such as Compass and Young Carers support, even during school holidays, reinforcing its commitment to continuous care.

In addition to internal support structures like the Raise Hub and the Student Support Department, the school uses newsletters and bulletins to regularly share contact details, referral processes, and guidance for accessing help

This includes signposting for SEND support, safeguarding concerns, and wellbeing resources. By embedding signposting into its communication and culture, Shrewsbury Academy ensures that students and families are never alone in navigating challenges, aligning with its ethos of Achievement Through Caring.