

Leigh Academy Wilmington

Behaviour for Learning Policy

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Policy Statement

At Leigh Academy Wilmington, we are dedicated to ensuring that our Academy environment supports the learning and wellbeing of all students and staff.

This policy outlines what we expect from all stakeholders, in particular our students, and the sanctions that will be enforced if this policy is not adhered to. Additionally, this policy will outline ways in which we celebrate and encourage positive behaviour. Positive behaviour and self-discipline have strong links to effective learning and are vital for students to go on to be independent, and offer positive contributions to their community and society.

Our Home Academy Agreement recognises the importance of a successful partnership between the Academy, students and parents/carers.

Links with other Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Objectives Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Assessment, Reporting and Recording Policy
- Marking and Feedback Policy
- Relationships, Health and Sex Education Policy
- Digital Strategy and Blended Learning Policy

Aims

The Academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. This is so that every student is able to study and thrive in an environment of disruption-free learning. We hope that by encouraging positive behaviour we can develop good relationships throughout the Academy, built on trust and respect, and that through the use of this policy we can support all students in developing a high level of resilience and social awareness. Our aim is to ensure that all our students – regardless of race, gender, sexuality, perceived ability, age, appearances or disability – are equipped with the key skills they need to continue to progress to the best of their ability in all areas of life.

Academy and Staff

It is the responsibility of all staff to familiarise themselves and comply with this policy. The Academy understands that the first step to modelling good behaviour is to lead by example and therefore all members of staff must act responsibly and professionally and will never denigrate students or colleagues. We strive to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions are clear to all, and applied reasonably, fairly, proportionately, and without discrimination by considering the SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained with face-to-face CPD to manage behaviour as

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part of their continued professional development and are well-informed of the extent of their disciplinary authority.

We work with parents/carers to understand their children and their behaviour, and encourage parents/carers to communicate with the Academy if they have a concern about their child's behaviour. We promote good behaviour and will regularly report, in line with the Assessment, Reporting and Recording Policy, students' attendance, merits and negative points at regular intervals throughout the year. We promote our rewards and sanctions by displaying the posters in every classroom and pastoral areas.

Staff are a constant presence around the Academy, in-between lessons, during social time, and before and after school. There is also a rota for the senior leadership team to circulate the Academy during lessons to ensure a calm and purposeful learning environment at all times.

We recognise that where individual students are engaging in continuing disruptive behaviour there could be underlying or complex emotional needs. Our pastoral teams will ensure that if such needs are identified, we will do all we can to ensure that the student receives a personalised approach to support them and their learning.

Staff should:

- Consistently display good classroom management and promote excellent behaviour for learning
- Establish a stimulating learning environment, deploying Quality First Teaching strategies at all times
- Develop and promote traits of the IB Learner Profile
- Mark and return students work in line with the Marking and Feedback Policy
- Praise, actively encourage and regularly reward students wherever possible
- Ensure that the full and correct use of the three-point plan is used to address disruptive behaviour in lessons and follow up with necessary actions and sanctions

Students

"All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes". (DfE 'Behaviour in Schools' September 2022)

It is the responsibility of students to develop positive relationships, be respectful and demonstrate acceptable standards of behaviour at all times. Students will be reminded of our expectations and the Academy policy and procedures regularly. Students have a responsibility to ensure that any incidents of disruption, violence, bullying, discrimination or forms of harassment are reported as soon as possible.

Students should:

- Treat all members of the Academy community with understanding and respect

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- Show respect for the Academy environment and property
- Attend and be punctual to all lessons, including period one
- Remain on site during Academy hours
- Try their best and meet all course requirements, including home learning tasks
- Wear the full and correct Academy uniform as outlined in this policy
- Bring the correct equipment as outlined in this policy
- Adhere to Academy expectations and behave responsibly at all times (including to and from the Academy)
- Keep their mobile phone switched off and in their school bag when on site
- Complete any sanction(s) if and when required
- Not bring in any prohibited items as detailed in this policy onto the Academy site as this will result in confiscation and a sanction
- Not maliciously interfere with Academy equipment, including the computers or fire safety equipment
- Not misuse ICT devices, systems or services as this will result in loss of access to technology in school or a more serious sanction, such as a suspension or permanent exclusion
- Behave responsibly online including the use of learning platforms and social media
- Ensure that no audio recording, photography, or filming of others takes place during meetings

Parent/Carers

“Parents have an important role in supporting the school’s behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them”. (DfE ‘Behaviour in Schools’ September 2022)

Parents/carers play a significant part in ensuring that their child is responsible for their own behaviour both in and when travelling to and from the Academy. We ask all parents/carers to sign the Home Academy Agreement to indicate that they will respect and support the Academy’s behaviour for learning policy and the authority of the Academy staff.

Parents/carers should:

- Fully support and work with the Academy to encourage a positive attitude to education
- Encourage excellent attendance (95% or above) and punctuality, informing the Academy on any day the student is unable to attend or will be late
- Avoid family holidays during Academy term time
- Make time to discuss and listen to their child about any home learning, and recognise effort and progress their child has made
- Attend any parents’ evenings and relevant Academy functions in which their child is involved, including any meetings that are requested by the Academy
- Regularly review My Child At School (MCAS) to keep up-to-date with their child’s behaviour and attendance
- Inform the Academy if there are any factors which may affect their child’s performance

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- Fully support the Academy policies, including this policy and any sanctions that are issued if and when required
- Ensure their child has the correct uniform and equipment (including pencil case and its contents, appropriate uniform and correct PE kit)
- Pay for the repair or replacement of any damage caused by their child (including lost books, equipment or damage to property)
- Support their child in full-time education or training to the age of 18
- Support the Academy in cases of malicious interference with Academy equipment, including the computers or fire safety equipment
- Ensure their child is always acting safely when using sharp instruments in practical lessons, such as technology and art
- Support any interventions that are put in place by the Academy (including external agencies) where required
- Take full responsibility for their child's appropriate use of technology including social media
- Ensure that no audio recording, photography, or filming of others takes place during meetings

Celebrating Excellence

All students can earn positive points which have been linked to the ten attributes of the IB Learner Profile. In addition, when students have gone above and beyond they can be awarded positive points as recognition of celebrating outstanding work and/or effort. Teachers award points using Bromcom and these can be seen by parents/carers using MCAS. Tutors will also discuss these with students on a regular basis.

Our LAW Legends awards ensure every student has the opportunity to earn badges, school trips and attendance to school events based on their own achievements linked to the number of positive points they have received. These are issued at three levels with various awards for each level: bronze, silver and gold.

The League of Excellence reward system gives form groups rewards for their attendance, punctuality, behaviour, attitude to learning, and development of the IB Learner Profile. A league table is displayed so form groups and colleges are celebrated.

For years 7-9, tutors, colleges and subject teachers can nominate students to receive a postcard. There are 22 different awards available. These are used to praise the students and celebrate their effort and hard work.

The Academy recognises there will be many students who come to school every day and do the right thing. It is important that these students and their effort are recognised. As such, our Unsung Hero rewards programme recognises every student who has 100% attendance and zero negative points. This resets every module to ensure students get an opportunity to be recognised whenever possible.

Our Reach for the Stars awards focus on acknowledging all the hard work and effort of those in years 11-13 where students collect additional points throughout the year. Points are rewarded for student progress, attendance to intervention and overall effort in lessons. Rewards include various vouchers and other rewards, as well as reduced/free prom tickets.

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In addition to the above rewards, we encourage and praise students with regular verbal and written praise, contact home, stickers and certificates.

Uniform

Further information on uniform can be found in our uniform policy which can be seen on the policies page of the "About Us" section on our website:

<https://leighacademywilmington.org.uk/about-us/policies/>

Uniform Passes

There will be rare occasions when students arrive at the Academy without the correct uniform due to circumstances beyond their control. For example, a student may have shoes that have become irreparably damaged and they have come to school in black trainers. In such circumstances, a uniform pass will be issued. These can last from one day to the maximum of the next Friday; students/parents/carers are expected to purchase new items by the upcoming Monday. Those who need financial support with uniform items should contact the student's college immediately.

If a student does not have the correct uniform by the next Monday, they will remain in the Reflection Room or their college throughout the day. The Academy makes the final decision on whether the student's circumstances justify the issuing of a uniform pass. Any student with an authorised reason to have a long term/permanent adjustment to their uniform (e.g. for medical reasons) will be issued with a permanent pink pass – this will also be recorded on the student's Bromcom profile.



Polo shirt (Jupiter)

PE Kit

All students must have a Leigh Academy Wilmington PE kit which must be worn for each lesson. This includes:

- Polo shirt (as above) – relevant colour depending on their college
- Black or navy blue shorts and/or tracksuit bottoms – grey tracksuits/tops or shorts are not permitted
- Trainers – indoor with soles that do not leave marks on the floor
- Football boots – with safety studs
- Gum shield and shin pads

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- A change of socks – football socks are advised for PE
- Optional: rugby top/plain black or navy blue jumper/tracksuit top

Equipment

- Every student must have a suitable school bag which can hold an A4 book/folder
- Fully charged chromebook
- A suitable pencil case which includes:
 - two blue or black pens
 - red pen
 - HB pencil
 - 30cm ruler
 - Rubber
 - Sharpener
 - highlighter
- Reading book
- Scientific calculator
- For maths lessons: a protractor and compass
- For PE lessons: correct PE kit (as above)
- For GCSE art lessons: variety of drawing pencils, watercolour palette and brushes, and colouring pencils
- Optional: glue stick or colouring pencils

Prohibited Items

The following items are not allowed in the Academy under any circumstances:

- Alcohol, drugs or drug paraphernalia
- Cigarettes, vapes of any kind, matches or lighters
- Chewing gum
- Aerosols
- Weapons of any kind (including water pistols and other replica/toy weapons)
- Material that is inappropriate or illegal for children to have, such as racist, homophobic or pornographic material
- High energy or fizzy drinks
- No student may sell items on the Academy site

Vaping

We take the issue of student vaping very seriously, recognising the significant health risks and negative impact it can have on the school community. Vaping is strictly prohibited on school grounds, during school activities, and while representing the Academy off-site (this includes in the community). We are committed to providing a safe and healthy environment for all students, and any instances of vaping will be addressed promptly and with appropriate disciplinary action. Additionally, we aim to educate our students about the dangers of vaping through ongoing health education programs, reinforcing the importance of making responsible choices. Our policy reflects our

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dedication to safeguarding the well-being of our students and maintaining a positive, focused learning environment.

Students who are caught with a vape in their possession, such as on their person or in a coat/bag, will have an external isolation at another academy within the Trust or be suspended. This includes students who insist the vape is not their property but still have the vape.

Drugs

We will not tolerate drug use of any sort on Academy property or during off-site activities. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing or taking drugs (including being under the influence). We will engage with the police if any student is involved with the above.

Prescription Drugs

Carrying, supplying or taking prescription drugs illegitimately may result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should make the Academy aware of this in writing and any medication should be left with the college administrators where they will be locked away securely until required.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

Criminal Damage

In the event a student damages Academy property or equipment, they will face a sanction and the Academy will look to recover any costs incurred to fix, replace or repair the damage. We may also report any events to the police.

All of the above also applies when travelling to and from the Academy, and when attending educational visits.

Searching and Confiscation

Following guidance set out by section 94(2) of the Education and Inspections Act 2006, all members of staff are authorised to use confiscation as a disciplinary sanction. This means that staff may confiscate or seize items in the possession of students that are illegal or banned if they are found while students are on site.

Any member of staff can search students with their permission to look for any item that the rules say must not be brought into the Academy. The Principal, and staff authorised by the Principal, have the authority to search a student or their possessions, without consent, where they suspect the student has a prohibited item.

Mobile Phones

Following recommendations from the Secretary of State for Education, students are not permitted to use mobile phones on site. All mobile phones should be switched off and stored in the student's bag. If a mobile phone is seen or heard, it will be confiscated and handed to the main reception where a parent/carer will need to collect it at the end of the school day. The student will be issued a college detention (45 minutes) and receive a negative point on Bromcom. This also applies to earphones/airpods and smart watches.

Where the student refuses to have the mobile confiscated by the adult who first instructs them but later gives it to another member of staff (e.g. SSM or SLT), the student will be issued a senior leader detention (75 minutes) for failing to follow the first request. If the student refuses to have the mobile phone confiscated by any adult and keeps their mobile phone, the student will be issued a one-day sanction in the reflection room.

Students in post-16 (years 12 and 13) are permitted to use their mobile phone in lessons with the teacher's consent and in the post-16 common or study rooms. Mobile phones and earphones/airpods must not be used or worn outside of these areas.

The Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or students without their permission. In such cases, the mobile phone will be confiscated, and the student's parent/carer will be required to collect it. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. DFE guidance states that there is no need to have parental consent to search through a young person's mobile phone. This data may be deleted before returning the item if they believe there is a good reason to do so.

Only the Principal, Designated Safeguarding Leads, Head of Colleges or DSL Deputies have the authority to search a student's device.

Time Out Passes

Some students require time outside of a lesson to support them with continuing to learn (such as to help them regulate). Those who require a time out pass will be issued one on Bromcom by either their college or the SEND department.

There are expectations for all time out passes:

- Students must not be out of lesson for more than two minutes
- Students must position themselves outside of the classroom where they are still visible to their teacher
- Students must not walk away from outside the classroom or use the toilet
- Students must not talk to other students during their time out

If a student is not following the expectations above and/or misusing their time out pass (such as to act unsafely), their college or the SEND department will review it and contact home. It may be decided that the time out pass is revoked.

Toilet Passes

Whilst there are sufficient opportunities for students to use the toilets throughout the day, the Academy recognises that some students have medical reasons that require them to use the toilet more frequently. Students who provide recent medical evidence to their college will be issued a toilet pass on Bromcom which teachers can check when students request a toilet break during lessons. If a student is misusing their toilet pass (such as to act unsafely), their college will review it and contact home. It may be decided that the toilet pass is revoked.

CCTV

The Academy has CCTV cameras throughout the site to further support student safety (including outdoor areas and at the rear/entrance of the site). If required, footage can be used as evidence for any investigation where a student breaches the Academy Behaviour for Learning Policy.

Digital/Blended Learning Strategy

The Leigh Academy Wilmington 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home.

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the LAT Chromebook Scheme Loan Agreement, as well as the Chromebook Acceptable Use Agreement. Failure to abide by these will result in an appropriate sanction in line with this policy.

The Academy has invested a significant amount of money in providing students with a device. This must be looked after, charged each evening and brought to school every day. In the event the device is misplaced or damaged it must be reported to the pastoral team as soon as possible.

Students found misusing their device will also be sanctioned accordingly in line with the sanctions grid. If a student continues to misuse their device, the college has the right to make special arrangements for use (for example, only allowing use during school time) or, in persistent/serious cases, the college has the right to confiscate the device for a period of time.

Please note: in the event of deliberate/malicious damage, parents/carers will be charged with the cost of the repair or the cost of replacing the device.

In the event a student attends without their device fully charged the following sanctions will apply (set by the student's tutor):

First Occasion	Second Occasion	Third Occasion
Warning (no sanction)	Teacher detention (15 minutes)	College detention (45 minutes)

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Three-point Behaviour System

At Leigh Academy Wilmington, we have developed a fair, clear and consistent behaviour strategy that is applied in every lesson throughout the Academy. Staff will also utilise the merits system to reward students for positive behaviours both in and out of lessons. The teacher's discretion is final.

Level	Action	Outcome
Warning	The student will be addressed by name and given a clear warning. This will provide the student an opportunity to correct their poor behaviour.	None
Caution	The student will be addressed by name and informed they have now reached a caution. Where necessary, the student will be instructed to move seats within the classroom.	<ul style="list-style-type: none">● 15 minute detention● Logged on Bromcom● Email/call home by the teacher/Director of Learning
On-call	The student will be informed they will be spoken to by the on-call staff and potentially moved to another classroom. If there is a serious behaviour incident, a student can be removed from the lesson immediately without a warning or caution.	<ul style="list-style-type: none">● 30 minute detention● Logged on Bromcom● Email/call home by the teacher/Director of Learning

Detentions can be given to individual students for poor behaviour and/or lack of work. Poor behaviour in any detention will not be tolerated. Students will be asked to leave and be escalated to the next level.

Teacher Detention (TD)

Students may be detained after school for 15 minutes if their teacher has issued them with a detention. Please see appendix three at the end of this policy to see which behaviours this sanction

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will be given for. Any teacher issuing a student with a detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a teacher detention, they will be issued a subject detention (30 minutes).

Subject Detention (SD)

Students who reach on-call and are removed from a lesson for persistent disruption or a serious incident will receive a subject detention which runs for 30 minutes after school. Please see appendix three at the end of this policy to see which other behaviours this sanction will be given for. Subject detentions run every day. Any teacher issuing a student with a subject detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a subject detention, they will be issued a college detention (45 minutes).

College Detention (CD)

There are some behaviours that are not linked to subjects or do not occur in lesson time. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for. College detentions run every day (except Wednesdays). Any staff member issuing a student with a college detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a college detention, they will be issued a senior leader detention (75 minutes).

Senior Leader Detention (SLD)

Students will be placed into a senior leader detention for any serious breaches to our Behaviour for Learning Policy. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for. Senior leader detentions are every Friday from 15:15 to 16:30. Any staff member issuing a student with a senior leader detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a senior leader detention, they will be issued one day in the reflection room on the next available day (08:30-16:30, or 08:30-15:15 on Wednesdays).

Note:

- Students may be asked to carry out Academy community service during detentions. This includes litter picking, cleaning up students' mess, removing graffiti or helping tidy areas of the Academy.
- It is the responsibility of the student to attend the detention on time and complete it satisfactorily – it is not the responsibility of the Academy to collect any student for any detention.
- It is the responsibility of the parent/carer to ensure their child has appropriate means of travelling home after any detention – it is not the responsibility of the Academy.
- In the event the student is absent (authorised or unauthorised) for any of the detentions after school, it will automatically reschedule over to the next day the student attends the Academy.

Investigations

Where the Academy determines an investigation is required in order to determine the facts of an incident, staff are permitted to speak to any student who has been identified as being involved or knows any further information that may assist the investigation. Only statements that are written at the Academy and checked by Academy staff will be considered in an investigation. Any statements that are written off-site (e.g. at home) will not be considered.

Punctuality

At our Academy, we place a strong emphasis on student punctuality as it is a fundamental aspect of personal responsibility and academic success. Punctuality not only reflects a student's respect for their own time and the time of others, but it also fosters a disciplined learning environment where everyone can thrive. Arriving on time ensures that students are fully prepared to engage in lessons from the very beginning, minimising disruptions and maximising instructional time. We believe that developing the habit of punctuality in school sets the foundation for future success, both academically and professionally, and we are committed to supporting our students in cultivating this essential skill.

As such, there will be a sanction issued to students who arrive late to the Academy in the morning and for repeated lateness to lessons:

- Across one week, if a student arrives 16-30 minutes late to lessons, they will be issued a 30 minute late detention to be completed at 15:15-15:45
- Across one week, if a student arrives 31-45 minutes late to lessons, they will be issued a 45 minute college detention to be completed at 15:15-16:00
- Across one week, if a student arrives 46 or more minutes late to lessons, they will be issued a 75 minute senior leader detention to be completed on a Friday at 15:15-16:30

Behaviour Report Cards

Behaviour is reviewed daily by form tutors, and weekly by the senior leadership team and college pastoral teams. Students are flagged as a concern when they accumulate a number of negative points that may then result in them being placed on a behaviour report.

The purpose of a stage report is to monitor the behaviour of a student in lessons and tutor time. This allows the pastoral team to identify where there may be issues that may not appear in other lessons. Stage reports are also effective for parents to monitor their child's behaviour in lessons. Students can also use these opportunities to reflect on their behaviour and discuss how to improve it. Once completed, reports allow the pastoral team to consider interventions that will help support the student in improving their behaviour.

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INTERVENTION	STAFF	NUMBER OF NEGATIVE POINTS	ACTION
Stage 1: Warning	Form Tutor	10	<ul style="list-style-type: none"> • (No report card) Form tutor to discuss negative points with the student and explore ways that behaviour can improve.
Stage 2: Report Card	Form Tutor	15	<ul style="list-style-type: none"> • Student is placed on a stage two report for two weeks with their form tutor. • Phone call to parent/carer by form tutor. • If a report is lost or failed, a college detention is issued and this is logged on Bromcom. • If this is the second occasion within an academic year, a Pupil Support Plan is completed.
Stage 3: Report Card	Student Service Manager	20	<ul style="list-style-type: none"> • Student is placed on a stage three report for two weeks with their Student Service Manager. • Parent/carer meeting with their Student Service Manager. • If a report is lost or failed, a college detention is issued and this is logged on Bromcom. • Pupil Support Plan (PSP) is completed.
Stage 4: Report Card	Assistant Principal	25	<ul style="list-style-type: none"> • Student is placed on a stage four report for two weeks with their Assistant Principal. • Parent/carer meeting with their Assistant Principal. • If a report is lost or failed, a senior leader detention is issued and this is logged on Bromcom. • Pupil Support Plan (PSP) is updated. • If this is the second occasion within an academic year, consideration will be given to the student being directed off-site or to respite.
Stage 5: Report Card	Head of College	30	<ul style="list-style-type: none"> • Student is placed on a stage five report for two weeks with their Head of College. • Parent/carer meeting with their Head of College. • If a report is lost or failed, a senior leader detention is issued and this is logged on Bromcom. • Pupil Support Plan (PSP) is updated. • Consideration will be given to the student being directed off-site or to respite.

A Pupil Support Plan must be initiated with a member of the student's pastoral team, their parent/carer and the student present. This is to ensure that all stakeholders express their views so that interventions can be put in place to support the student.

Subject Report Card

In the event a student has persistently demonstrated poor behaviour in a subject, the Director of Learning should place the student on a subject report. This will occur once there are three consecutive lessons where a student has received a warning and/or on-call. A student cannot be placed on more than two subject report cards at the same time. In such cases, the student will be placed on a relevant behaviour report card determined by their college pastoral team.

Reflection Room

Students whose poor behaviour is serious will spend time in the reflection room where they will complete work out of lessons. They are expected to complete any work from their Google classrooms or accepted online education platforms, such as Sparx. A day in the reflection room runs from 08:30-16:00 (08:30-14:45 on Wednesdays). Students who did not attend or were removed from a senior leader detention will have their day run from 08:30-16:30 (08:30-15:15 on Wednesdays) – this is so the end of the day correlates with a senior leader detention. They will require a bottle of water and packed lunch. In the event the student receives free school meals, their lunch and drink will be collected prior to their lunchtime. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for.

A report is completed by staff throughout the day which records the students' behaviour and work completed whilst in the reflection room. This is reviewed at the end of every day. If their behaviour is poor or work is not completed, the college may decide for the student to repeat the day. Should the student's behaviour be exceptionally poor or they do not pass a repeated day, they may be issued with a suspension.

In the event the student is absent (authorised or unauthorised) for any day in the reflection room, it will automatically roll over to the next day the student attends the Academy.

Suspension

The Academy is committed to a policy of inclusion. The Principal will normally only resort to a suspension or permanent exclusion when all other methods of support and sanctions have failed or are deemed inappropriate. The Principal may also decide that a suspension is warranted in the case of a first offence or if the offence is of a sufficiently serious nature. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for.

For any serious incident, a full investigation will be completed and the Principal will decide if a suspension or permanent exclusion is necessary. The Principal will apply the civil standard of proof. In the event an investigation is being carried out, a student may be placed in the reflection room. This must be agreed by a member of the senior leadership team.

Under the Education and Inspections Act 2006, if a student is issued a suspension, parents/carers are responsible for ensuring their child is supervised during the first five days of a suspension. For suspensions for six or more days, the Academy is responsible for providing alternative full-time education.

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Following any suspension, parents/carers will be expected to attend a reintegration meeting with a member of the pastoral team to discuss the reason for the suspension and seek reassurances from the student about their future conduct. The reintegration paperwork will be signed by all stakeholders and retained on the student's file. The Academy may utilise the intervention checklist following a suspension to explore a range of interventions to support the student.

Suspensions will be issued for breach of the home academy agreement which can be found in appendix one of this policy. Should a student be suspended more than once, the duration of the suspension will increase in length. For example, on the first suspension a student may be suspended for one day, three days for their second suspension, and five days each time for their third or more suspension. However, the Principal has the right to determine the number of days based on the investigation.

External Reflection Room

Where a student's poor behaviour is serious and would typically result in a suspension, the Academy has the right to direct a student to another academy within the Leigh Academies Trust. This is an external isolation which may be used to prevent a suspension being permanently placed on the student's record. It will be for one to five days and attendance each day will be from 09:00-14:00 (09:00-13:00 on Wednesdays). When deciding on which academy the student will attend, we will work with families to ensure the most convenient and available place is arranged. If there is a delay in arranging which school, the student will work in the reflection room pending their external reflection room sanction. Should a student or parent/carer refuse to attend the external reflection, the academy will suspend the student for the same number of days as their external reflection room sanction.

Permanent Exclusion

A decision to permanently exclude a student will only be taken in response to serious breaches of the Academy's Behaviour for Learning Policy and/or where, if allowing the student to remain in school, it would seriously harm the educational welfare of the student or others within the Academy.

Inclusion Forum (Direction Off-site)

The Academy participates in an inclusion forum with local academies for directing students off site to continue their education. The Education Act 2002 (Section 29A) states that academies have the power to direct a student off-site for education to improve their behaviour – this does not require student or parent/carer consent. This will be for a period of time which will be discussed and set out with all stakeholders at the start of this intervention.

Change of College

The Academy reserves the right to move a student to another college in order to improve attendance, behaviour, wellbeing or other exceptional circumstances. Students, parents/carers and the SEND team will be consulted on this but a final decision does not require student or parent/carer consent. Where there are serious behaviour concerns, the Academy may use a change of college as a strategy

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before considering a direction off-site. There may be cases where this would not be possible and the Academy chooses to direct a student off-site to another academy.

Use of Force

Section 93 of the Education and Inspections Act 2006 enables all Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- To prevent students from committing an offence
- To prevent students from injuring themselves or others
- Prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a lesson or otherwise.

In the event an adult is required to physically intervene (for example, if there was a fight between two students) there could be red marks or bruising as a result. Any physical intervention will be reported to the pastoral team and Designated Safeguarding Lead.

A member of each pastoral team and the Reflection Room Manager have undergone positive handling training. In the event that proactive and de-escalation strategies have not been effective then it may be necessary to use a physical intervention. These interventions will be used only if reasonable and proportionate, and only when necessary. The physical techniques taught are based on providing the maximum amount of care, control and therapeutic support. They are used as a last resort in order to fulfil our duty of care to protect the student from harm, the risk of harm, to themselves and/or others. In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed, the guidelines state that "the law of negligence will be applicable wherein the Academy staff will be expected to act as a 'reasonable prudent parent'". As an Academy, we commit to avoid the need for the use of physical interventions through a good understanding of our students, a strong commitment to meeting their needs, and a systemic, positive and proactive approach to behaviour. Parents/carers will be informed of the incident and involved where possible to lower the need of physical interventions.

Trips and Visits

In some cases, it may be reasonable and necessary to prevent a student from gaining a place on a school trip (either residential or day trip) to protect their safety and the safety of the other students attending.

Students with excessive negative points for persistent disruptive behaviour, detentions, and/or serious sanctions (such as suspensions) may be precluded from taking part in any planned trips or visits. Should a place be given and poor behaviour occur after this, the place may be revoked. All final decisions will be made at the discretion of the Principal.

Bullying and Discrimination

We believe that all our students – regardless of race, gender, sexuality, perceived ability, age, appearances or disability – have the right to feel safe and learn in a positive learning environment.

We have a zero tolerance for any form of bullying or discrimination. Any report of bullying or discrimination will be investigated by the pastoral teams. In line with our Anti-Bullying Policy, serious sanctions will be imposed for those students who engage or continue to be part of any form of bullying/discrimination.

Further support is available for victims of bullying/discrimination. We will ensure that we promote and equip students on how to behave responsibly, show respect for each other, and develop self-discipline and resilience through our assemblies and tutor programme.