



Leigh Academy  
**MINSTER**

**Behaviour for Learning Policy (2025-26)**

# Contents

<b>Our Vision Statement:</b>	<b>4</b>
<b>Our Mission:</b>	<b>4</b>
<b>Our Values:</b>	<b>4</b>
<b>Behaviour for Learning Policy</b>	<b>5</b>
<b>1. Aims and objective</b>	<b>5</b>
<b>2. Communication of the Policy</b>	<b>6</b>
<b>3. What the Law Allows</b>	<b>6</b>
<b>3. Roles and Responsibilities</b>	<b>7</b>
3.1 Governing body	7
3.2 Senior Leadership Team (SLT)	7
3.3 Staff	7
3.4 Students	7
3.5 Parents and Carers	8
3.6 Equality	8
<b>4. Rewards</b>	<b>8</b>
4.1 Implementation	8
4.2 Reward System	9
4.3 College Certificates of Excellence	9
4.4 College Reward Events /Competitions	9
<b>5. The Minster Way</b>	<b>9</b>
Preventative Behaviours	9
Corrective Behaviours	10
Supportive Behaviours	10
Self-Discipline	10
The Minster Way In:	10
The Minster Way Out:	11
The Responsibility Code	11
<b>6. Dealing with Unacceptable behaviour</b>	<b>11</b>
6.1 Behaviour In-Lessons	12
6.2 Behaviour Outside of Lessons	13
<b>7. Sanctions</b>	<b>14</b>
7.1 Loss of Personal Time/Detention	15
7.2 On Call and Curriculum Support Room	15
7.3 Suspensions	16
7.4 Permanent Exclusion	18
7.5 Inclusion Forum (Manage moves and off-site direction)	19
<b>8. Child on Child Abuse</b>	<b>19</b>
<b>9. Prohibited Items</b>	<b>20</b>
<b>9.1 Searching and Screen Procedures for Contraband</b>	<b>20</b>
<b>10. Investigating an Incident in the Academy</b>	<b>21</b>
<b>11. Teachers' Powers</b>	<b>21</b>
11.1 Students Conduct Outside the Academy Gates – Teachers' Power	21
<b>12. Bullying and discrimination</b>	<b>21</b>

<b>13. Malicious or unfounded allegations against staff</b>	<b>22</b>
<b>14. Reasonable force</b>	<b>22</b>
<b>14. Discretion Statement</b>	<b>23</b>

## **Our Vision Statement:**

We believe that every learner is entitled to a high quality, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow. At Leigh Academy Minster we inspire our learners to be responsible for their own learning, to be independent and have ambitions to develop themselves and enhance their community.

Our Academy community works collaboratively to achieve success and develop its own unique character. Our belief in 'human scale' education, delivered through a small school college model, means every one of our students is known and valued. Strong pastoral care is at the heart of our academy and we place great importance on building strong partnerships with parents and carers.

Our inclusive community has ambition, drive and responsibility. We embrace a high challenge, high support culture and seek positive collaboration with others. At Leigh Academy Minster our community allows ambition to take flight.

## **Our Mission:**

'Leigh Academy Minster - Where ambition takes flight'

## **Our Values:**

### **Ambition - Striving for Excellence**

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions.

### **Character - Integrity and Authenticity**

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community.

### **Achievement - Continuous Learning and Innovation**

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

### **Responsibility - Accountability and Guardianship**

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we

are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

## **Behaviour for Learning Policy**

*'Where ambition takes flight'*

Leigh Academy Minster is a place of prosperity and innovation, where the academy community's ambition and character foster a culture of achievement and responsibility. We are a safe, caring community where all staff and students are valued and empowered to develop a knowledgeable, inquisitive and reflective approach to learning, whilst ensuring they contribute a disruption free, respectful and purposeful environment for all.

Leigh Academy Minster believes that the way students behave in school is strongly correlated with their academic outcomes and overall sense of wellbeing. A disruption free learning environment is therefore critical in ensuring all students are able to academically achieve and feel happy, safe and cared for at the academy. For the purposes of this policy, disruption is defined as "any action that interrupts teaching and learning at an individual or whole class level".

### **1. Aims and objective**

This policy has been designed to act as a framework for both students and staff at Leigh Academy Minster in the establishment of a calm, safe, supportive environment, where learning can take place free of disruption. We know that disruptive behaviour in lessons blights the life chances of our children. We believe that every child deserves to learn in a completely disruption free environment. This means that every child is able to learn and focus 100% of the time, and all teachers are able to teach 100% of the time.

This environment will enable all of our students to not only achieve to the best of their abilities, but excel in all that they do. We are unapologetic about our culture of no-excuses for poor behaviour and our binary (right or wrong) approach to behaviour in the school community. We are committed to ensuring that our entire community is disruption free 100% of the time.

We expect our students to work hard, be well disciplined and take pride in all that they do. Co-operation and trust between parents/carers, students and the Academy is the best method of dealing with any problems which may arise; coupled with a good pastoral care system where early intervention is the key to success. We see parents as our partners and work closely with families to secure the best possible outcomes for their children. Learning flourishes in a well ordered, respectful and disciplined environment and our behaviour policy and curriculum creates the conditions for outstanding learning, progress and achievement. Good behaviour is taught and reinforced, poor behaviour is not tolerated.

We ask parents/carers to commit to our home-school agreement so that they know what we expect of their child. By working in partnership we can jointly ensure that each child makes progress every day.

## 2. Communication of the Policy

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- **Staff training/Guidance** - all staff are trained in the implementing of the policy in a consistent and fair manner. There are refresher sessions to ensure that the message remains the same and that standards are maintained.
- **Students** are taught positive learning behaviours, habits and expectations through the academy's behaviour curriculum.
- **Parents** - receive detailed guidance in relation to the Academy expectations, via communication home in a variety of ways.
- **Standardised Displays** – classrooms and corridor displays ensure that students are constantly reminded of what the academy expectations are.
- **Tutor Time and Enrichment** – students are communicated to with regards to Traditional British Values, high expectations within and outside of the Academy and their responsibilities in relation to the Student Code of Conduct
- **Assemblies** – are used as an opportunity to reinforce high expectations of behaviour and conduct. Assemblies are also used to address any particular issues that may arise within the academy.
- **Home/Academy Agreement - Student Code of Conduct** – This is signed by all students and parents before they join the academy and reinforces the expectations of the academy.
- **Parental meetings/phone calls** - are used to ensure a collaborative approach is utilised between the Academy and families
- **Reintegration Meetings** - After a suspension the behaviour policy and any student specific interventions or adjustments are discussed with the student and their family
- **Behaviour Contracts** - students who exhibit poor behaviour will be required to sign a behaviour contract on their return from a suspension or period of internal isolation. This must also be signed by the student's family prior to their reintegration into the Academy community.
- **Letters and other forms of communication** – are used by the Principal, Senior Leadership Team and Colleges to celebrate students' work and achievement both within and outside of the academy, as well as communicate any items that need to be brought to the attention of families.

## 3. What the Law Allows

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student, under the provision of Section 91(3) of the Education and Inspections Act 2006.

The school uses detentions as a consequence for behaviour that contravenes this policy and breaches our School Rules.

Teachers have the power to issue detention to students. Parents and carers should be aware that parental consent is not required for detentions. Our consequences are designed to promote positive behaviour and create an ethos in which learners feel valued, cared for and safe.

### **3. Roles and Responsibilities**

#### **3.1 Governing body**

The Governing Board is responsible for monitoring this behaviour and attitudes policy, its effectiveness and holding the Principal to account for its implementation. Through monitoring visits they will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

#### **3.2 Senior Leadership Team (SLT)**

The Senior Leadership Team (SLT) takes full responsibility for ensuring a strong behaviour and attitudes policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are recorded consistently. The Senior and College Leadership teams will take full responsibility for the application of the Academy's detention system and any further consequences that escalate beyond this.

The SLT will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. The SLT will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### **3.3 Staff**

All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

Staff are responsible for:

- Implementing the behaviour policy consistently, without bias and in a professional manner
- Modelling positive behaviour and building relationships at all times
- Recording behaviour incidents accurately and in a timely fashion on Bromcom
- Always challenge students who are not behaving in a way that embodies our core values
- Attend duties on time and engage positively with students. For known absences, staff must arrange for their duty to be covered by a colleague.

All staff will equally ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

#### **3.4 Students**

All students are required to abide by the [Student Code of Conduct](#).

### 3.5 Parents and Carers

Parents and carers can access the Academy's policies through the Academy website, or via information given in letters, newsletters and the prospectus, and are expected to work in partnership with the Academy to maintain high standards of behaviour and attendance. All parents and carers are expected to sign the academy's [Home School Agreement](#) prior to their child joining the academy.

The Academy expects that Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy by:

- Ensuring their child leaves for school each morning to attend the academy on time, with the correct uniform, all equipment and a fully charged chromebook.
- Ensuring that students are completing independent study tasks and homework to the best of their ability and in a manner compliant with the Academic Honesty Policy.
- Attend parents evenings and information evenings to understand how their child's behaviour and attitudes are contributing to their learning.
- Engaging with 'My Child At School' (MCAS) app to monitor their child's behaviour and attitudes.
- Supporting the Academy's sanctions when applied, helping their child reflect on their actions. This includes attending all meetings at the request of the Senior/College Leadership teams.
- Taking responsibility for their child's attendance and punctuality. Understanding that regular attendance and punctuality are an important facet of Academy discipline. Parents have the primary responsibility to ensure their children attend school. Students who do not attend without authorisation put themselves at risk and truancy is often a major indicator of disaffection or other problems. We treat unauthorised absence very seriously and we are particularly concerned about the rare incidents of parentally condoned absence.

### 3.6 Equality

The Academy policy on behaviour / rewards and consequences - takes full account of the duties under the 2010 Equality Act. Trust academies make reasonable, appropriate and reasonable adjustments for students with a disability, including any Mental Health difficulties. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

## 4. Rewards

Awarding students for doing the right thing promotes an environment and culture of respect and achievement, and reinforces positive learning habits and the characteristics of a successful learner. Leigh Academy Minster actively seeks to do this through its Merit System. Students are awarded Merits when they consistently meet or go above and beyond the normal, expected behaviours of students within the Academy.

### 4.1 Implementation

Students will be praised through positive Merit points, linked to the IB Learner Profile. These will be awarded both in class and around the academy site. At the end of each module the points will be collated and students will be issued with certificates and prizes to acknowledge their achievements.

In addition to the merit points we encourage and praise students with regular verbal and written praise, contact home, postcards, stickers and certificates. Students may be rewarded for: positive attendance, excellent work or homework or other contributions to the wider school life.



## **4.2 Reward System**

Merit points can be awarded through our Bromcom System at any time. These are accumulated and recognised with blazer lapel pin badges at certain milestones and awarded in College assemblies. Parents and carers can see their child's merit points through My Child at School (MCAS). At the end of each module the College with the most reward points will be celebrated - this will be visually displayed for students within the Academy.

- 50 - Bronze Learner
- 100 - Silver Learner
- 200 - Gold Learner
- 350 – Platinum Learner

## **4.3 College Certificates of Excellence**

In preparation for the end of module College assemblies, teachers will nominate students to be awarded a College certificate linked to one of the Learner Attributes. One student from each Key Stage from each College will be awarded a certificate for being an excellent learner. In addition rewards will be awarded for 100% Attendance for that module and most improved attendance. This is reset each module.

## **4.4 College Reward Events /Competitions**

Co-curricular activities, college competitions, Academy events and trips will provide opportunities for students to be rewarded via the Bromcom point system and be rewarded with further events and trips.

# **5. The Minster Way**

The Minster Way is a set of habits and routines that all students are expected to follow. These habits will ensure that all students are learning in a safe, positive learning environment that supports their academic progress and engagement and provides a consistent structure for students. The Minster Way values will ensure that students are able to:

- Have an ambition to be successful in everything they do
- Have a calm, purposeful academy environment
- Learn in disruption free classrooms
- Respect each other and the Academy
- Take responsibility for their actions
- Seek support if needed
- Make those around them and their community better

The Minster Way will be explicitly taught to all students and there will be an emphasis on positive action (recognition and reward) and prevention. Problems which occur during lessons should be dealt with constructively. The following forms of approach enable the academy to support and maintain this ethos through The Minster Way:

## **Preventative Behaviours**

- Clear values and expectations discussed with the students

- Clear expectations about learning
- Positive classrooms and general environment surroundings
- Well planned seating and access to equipment creating an effective learning environment
- Adaptation

### **Corrective Behaviours**

- Appropriate use of language to modify a student's inappropriate behaviour
- Tactical ignoring of some behaviours where no disruption is caused
- Tactical ignoring of secondary behaviours where appropriate
- Use of body language and non-verbal cues to correct behaviour
- Defusing potential conflict
- Re-emphasising rules and values
- Giving simple choices
- Taking a student aside from the group
- The use of logical consequence (the behaviour and the outcome are related)

### **Supportive Behaviours**

- Following up a disruption later, to avoid disrupting learning or confrontation
- Encouraging students whenever possible in a ratio of 4:1 (positive : negative feedback)
- Developing a behaviour 'contract' with a student if deemed necessary
- Developing a climate of respect
- Building a positive classroom environment

### **Self-Discipline**

- Students taking responsibility for their own actions
- Community service and other sanctions which reinforce collective responsibility or the need for reparation or compensation
- Restorative meetings giving students the opportunity to understand the impact of their actions on others
- Student leadership to foster a climate of pride, role models and responsibility eg peer resilience mentors, guidance coaches, college leaders, sports captains etc
- Through setting own targets for improved behaviour and learning with tutors, senior leaders and Student Support Managers (SSMs)

Academy staff at all levels will support students to follow The Minster Way through the Academy's explicit behaviour curriculum and routines. This begins at the start of every lesson through the use of a consistent classroom entry and exit routines set by staff and followed by students. These are reinforced through [clear student visual displays](#):

### **The Minster Way In:**

- Enter calmly, greeting the teacher at the door, all coats are to be removed before entering the classroom
- Sit according to the teachers seating plan and organise equipment on desk
- Copy date, title and begin the learning activity

- Sit silently whilst the register is taken, completing learning activity

### **The Minster Way Out:**

- Clear workstations quietly and stand behind chairs
- Be aware of what lesson you have next
- Ensure uniform is being worn as expected
- Wait in silence to be dismissed by your teacher
- Thank your teacher as you leave and move quickly and calmly to your next lesson.

During learning time, all students are expected to:

- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Answer and speak only when directed
- Work hard without disrupting the learning of any other student.
- Respond positively to all instructions and feedback.

### **The Responsibility Code**

Students will at all times follow the academy's Responsibility Code. [The Responsibility Code](#) summarises the expectations at our academy and will be displayed in all classrooms, college offices and in transitional areas throughout the Academy:

#### **During Lessons**

- Our teacher greets us at the classroom door
- We arrive on time and ready to learn
- We use electronic equipment only when instructed to do so
- We take responsibility for our own learning and that of others
- Our teacher dismisses us when we are attentive and quiet

#### **In the Academy**

- We keep the academy clean, tidy and in a good condition
- We wear correct uniform at all times
- We walk safely and purposefully around the academy
- We keep our phones and headphones off and out of sight in our bags
- We only eat in designated areas

## **6. Dealing with Unacceptable behaviour**

When a student demonstrates unacceptable behaviour the Academy firmly believes in addressing and correcting these behaviours through proactive measures, ensuring such behaviours are isolated, and swiftly and consistently dealt with.

## 6.1 Behaviour In-Lessons

The first line of discipline will always be the classroom teacher. A well prepared, paced and pitched lesson will engage students and minimise the possibility of unacceptable behaviour likely to cause difficulties. Rewarding positive behaviour reinforces expectations. The teacher will employ a range of strategies which reinforce the academy values, rules and procedures, and use rewards and sanctions consistently to support appropriate behaviour in the classroom. The more severe the sanction the more likely the situation will escalate into a confrontation. All sanctions will be enforced by members of the Academy Leadership and College Senior Teams in line with the [Attitudes to Learning Ladder](#).

Students need to be given a controlled way out of inappropriate behaviour and be allowed to know which rule they have broken, take responsibility for their behaviour and understand what the consequences will be if they continue to behave in this way. All teachers should use the behaviour management flow chart. A [student friendly version](#) of the Behaviour Management flow chart is visible in all classrooms and learning spaces.

### Behaviour Management Flow Chart

#### Correction

- A verbal correction delivered privately
- Student is made aware of consequences and given the time to get it right
- Further adjustments made by the adult
- Use of re-engagement techniques to guide students away from their current lack negative behaviour

#### Choice

- Clear explanation of how the student's attitude to their learning does not meet academy and classroom expectations
- A reminder to the student that they are responsible for their own learning and are given time to correct this
- Adult considers further adjustments towards possible barriers to learning

#### Consequence

- The student has failed to take responsibility for their own learning and is issued with a 30 minute detention to take place that day

#### On Call

- The student is exited from the lesson by a member of On Call staff to the On Call room.

Where student behaviour has been a cause for concern this should be logged on Bromcom and followed up appropriately. It is important to recognise that Bromcom is a logging tool and staff should follow the [Attitudes to Learning Ladder](#). Staff should use email or conversations to inform the appropriate middle or senior leader where referral is necessary, as well as record the incident and their own sanctions/actions on Bromcom. Outcomes should be logged on Bromcom and feedback given to those involved. There are a range of possible consequences, as laid down in the Attitude to Learning Ladder, to different types of behaviour. Professional judgement should be used to ensure the sanction is proportionate and takes into account the needs of the young person, including Special Educational Needs, Disability, age and religious requirement.

Misbehaviour is dealt with by the teacher in the first instance by:

- Using the behaviour management flow chart
- Making sure that they understand the work is demanding enough and appropriate adaptations are put in place
- Understanding the triggers and planning to remove these triggers each lesson – discussion with a Lead Practitioner, Director of Learning, Inclusion Department, College Pastoral Leadership Team, or Senior Leadership Team for support.
- Contact with home

### **Chromebook use consequences**

The Leigh Academy Minster 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 [Chromebook Loan Agreement 2025-26](#), as well as the [Chromebook Acceptable Use Agreement](#). Failure to abide by these will result in consequences in line with the academy's Behaviour Policy.

**It is important to note that in the event of deliberate/malicious damage parents will be charged with the cost of the repair or the cost of the device and the student will be sanctioned in line with the Academy Behaviour for learning Policy.**

## **6.2 Behaviour Outside of Lessons**

All students are expected to take responsibility for their actions and their choices at all times. This includes when travelling to and from the Academy each day, during break and lunchtimes and transitioning during points within the Academy day.

### **Break and Lunch times:**

During social times students are expected to sit/stand with their friends before the Academy day, at break, lunch and after school in the designated duty areas of the school. Food is to be eaten in the designated College areas or restaurant. Food and drink should not be consumed whilst moving around the Academy. If students are inside at break times they must be either sat down or transitioning to a seated area to sit.

### **During transitions within the Academy day:**

During transitions between lessons (going from one lesson to another), including before and after breaks, students will act appropriately; that means no running through the corridors or loitering in corridors.

It is essential that all students move quickly to lessons (they will have 5 minutes to move from one lesson to the next) to ensure they arrive promptly to every lesson to avoid any consequences.

## Outside the Academy gates:

Leigh Academy Minster will be a source of pride in the local community. As such students are expected to demonstrate a high standard of conduct on the journey to and from the Academy, as each person is an ambassador for our school. We expect the very best of behaviour and conduct.

Students are expected:

- To arrive and leave the Academy in full uniform.
- To use the traffic lights crossings to cross the road safely.
- To use the cycle lanes/pedestrian zones safely.
- Not to loiter at the local shops or park.
- To take any litter home and dispose of it properly.
- To respect our neighbours and all local residents.

If students' behaviour is not of the expected standard, the Academy, by law, is allowed to impose sanctions upon students in response to non-criminal poor behaviour which is witnessed by a member of staff or is reported to the Academy. There may also be times when students will need to be challenged on their behaviour when not representing the Academy, this will include their general behaviour in the local community.

This includes any misbehaviour when the student is:

- Taking part in any Academy organised or Academy related activity
- Travelling to or from the Academy
- Wearing Academy uniform, in whole or part
- In some other way is identifiable as a student at the Academy or misbehaviour at any time, whether or not the conditions above apply, that;
  - Could have repercussions for the orderly running of the Academy
  - Pose a threat to another student or member of the public
  - Behaviour against other people, which is related to their involvement within the Academy eg. Bullying/including Cyber Bullying of another student outside of Academy hours
  - Could adversely affect the reputation of the Academy

Following dismissal at the end of the day, students are expected to leave the Academy site immediately unless they are attending after school activities and clubs, with staff supervising their dismissal from site. For the safety of students and consideration of local residents, any students who attempt to congregate outside the Academy gates following the end of day dismissal will be immediately moved on by staff so that the access to the site is clear.

Students should make their way home after school and should not congregate at the local shops or parks whilst in school uniform, unless they are with their parents. The Academy will set appropriate sanctions based on an individual basis, according to the nature of the incident. These expectations are also reinforced by the [Bus Code of Conduct](#). Students are a representative of the Academy when travelling to and from the Academy.

## 7. Sanctions

All student sanctions are determined through the use of the Academy's [Attitudes to Learning Ladder](#). Sanctions are applied centrally by the Academy's Senior and College Leadership teams.

Students sanction can include:

## **7.1 Loss of Personal Time/Detention**

Teachers have a power to issue detention to students and these are used as a consequence for behaviours as outlined in this policy, this includes the setting of detentions outside of Academy hours. Please note that detentions are not negotiable. As per the DfE guidance parental consent is not required for detentions, and the Academy has no obligation to notify parents and/or carers, but the Academy will attempt to send a text message/email to families in advance. The Academy reserves the right to extend detentions/reset detentions/issue community service as a sanction. Detentions may be set on the same day.

Academy staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

### **Consequence Detention (30 minutes)**

When a student is issued with a Consequence sanction during a lesson they will automatically receive a 30 minute loss of personal time (LOPT) to take place on that day. This LOPT will be centrally administered and will take place in the designated College Detention room. Students are required to make their own way to a LOPT. Families will be informed of the students' Consequence Detention at the time of it being issued. Detentions will take place on the same day of issue. The school uses detentions as a consequence for behaviour that contravenes this policy and breaches our School Rules. Teachers have the power to issue detention to students. Parents and carers should be aware that parental consent is not required for detentions.

### **College Detention (1 hour)**

Where a student fails to adhere to a Consequence LOPT the detention will automatically be escalated to a 1 hour College Detention to take place the next day. College Detentions are also issued by the students' College Leadership team and will take place the following academy day after issue. Families will be informed of the students' College Detention the day before it takes place. The school uses detentions as a consequence for behaviour that contravenes this policy and breaches our School Rules. Teachers have the power to issue detention to students. Parents and carers should be aware that parental consent is not required for detentions.

## **7.2 On Call and Curriculum Support Room**

### **On Call Room**

A student who receives an On Call from a lesson will be collected by an On Call member of staff and escorted to the On Call room. A room that allows students to reflect and work independently with the aim of accepting responsibility for their behaviour and making the correct choices to support their learning and engagement.

This usually lasts for the remainder of a lesson, but will be extended if a student has not managed to demonstrate a readiness to return to lessons in that time. A student's readiness to return to lessons will be determined by the member of staff on duty in the On Call room. The On Call Room is a silent working area. If a student receives two On Calls in a day, or fails to adhere to the expectations of the On Call Room they will be escalated to the Curriculum Support Room. Additionally, if a student receives 4 on calls in a week they will be escalated to the Curriculum Support Room for one day.

### **Curriculum Support Room (CSR)**

A space for students whose behaviour has either repeatedly fallen below academy expectations (two or more On Calls in an academy day), or is a serious breach of the Academy policy. Students will spend at least 1 full day in the Curriculum Support Room so that behaviour and social support can be provided. A student will only be placed in the CSR following a decision from the On Call member of staff and/or their College Leadership team or member of the Senior leadership team.

## **7.3 Suspensions**

Fixed-term suspension means that the student is kept at home for one or more days. The Academy is committed to a policy of inclusion and the Principal will normally only resort to a fixed-term 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 a student who has not previously been monitored for behaviour, if the offence is of a sufficiently serious nature.

For any serious incident a full investigation will be completed and the Principal will decide if a fixed term suspension or permanent exclusion is necessary. The Principal will apply the civil standard of proof. A decision to exclude a student will only be taken in response to serious breaches of the Academy Behaviour 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. The offences listed below may lead to fixed-term suspension (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- Continued/Serious disruptive behaviour including refusal to follow instructions
- Threatening or confrontational behaviour towards another member of the community
- Fighting/assault towards another member of the community
- Aggressive derogatory and/or discriminatory insults/speech towards another member of the community likely to cause emotional harm including sexting and the use of social media
- Serious defiance
- Disruptive behaviour whilst in isolation in the academy
- Racial/sexual/homophobic harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
- Smoking on academy site or in academy uniform
- Graffiti or property damage
- Persistent refusal to obey rules
- Leaving the academy without permission
- Behaviour likely to bring the Academy into disrepute



Suspended students will receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term suspension (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

Upon return from a fixed term suspension – parents must attend a reintegration meeting. A parent's failure to attend a reintegration meeting will not support their child in ensuring that they understand the severity of their actions and the changes they need to make to ensure there is not a repeat. Students returning to the Academy following suspension will spend at least 2 lessons within the Curriculum support room to support reintegration back into routine and the expectations of the Academy.

If a student is issued a fixed-term suspension, under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their child(ren) are supervised during the first five days of a fixed term suspension. For fixed term suspensions that last for more than six days, the Academy is responsible for providing alternative full time education from day six onwards.

Following any fixed term suspension, parents/carers must attend a reintegration meeting with a member of the pastoral team at the school 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 students file. Students, parents and carers will also be required to sign an [Academy Behaviour Contract](#).

Our school is dedicated to upholding a safe and conducive learning environment for all students. To fulfil this commitment, the academy will escalate suspensions for students who engage in repeated and severe misconduct. In the event of a serious behavioural infraction, the first consequence will be a 2-day suspension. If the behaviour persists, a subsequent violation will result in a 3-day suspension. For further offences, a 4-day suspension will be imposed. A fifth and final breach of conduct will lead to a 5-day suspension. The duration of such suspensions is not fixed, and the Principal reserves the right to determine the length of any suspension.

It is crucial for students to understand that repeated suspensions indicate a failure to adhere to the established behavioural expectations. In cases where there are persistent breaches of the academy behaviour policy despite multiple suspensions, or a serious one off incident, the school reserves the right to take more serious action, which may include permanent exclusion from the school community. This measure is intended to protect the well-being and educational experience of all students, fostering an environment conducive to learning and personal growth:

Students who persistently fail to adhere to Academy expectations and receive repeated sanctions, despite strong intervention and support by their College will have sanctions escalated as per the Academy's behaviour escalation pyramid:



## Behaviour Escalation Pyramid

**Fifth Suspension and/or serious one off breach of the Academy Behaviour Policy**

- Managed Move
- Referral to Swale or Kent Inclusion Forums
- Permanent Exclusion

Fourth Suspension

Third Suspension

Second Suspension and/or repeated CSR Referrals

First Suspension and/or repeated CSR Referrals

The Principal reserves the right to accelerate a student through the stages of the escalation pyramid following serious or persistent breaches of the Academy Behaviour Policy.

### 7.4 Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or persistent actions over time, as described in this policy.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Arson

- Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy
- The Academy has a zero-tolerance policy with respect to illegal substances. This applies in the Academy, while on the journey to or from the Academy or while involved in any Academy activity.
- Serious defiance to the Principal.

The Academy will consider police involvement and other agencies for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline of the academy and the well-being of its students and staff.

## **7.5 Inclusion Forum (Manage moves and off-site direction)**

The Academy participates in an inclusion forum with local academies for directing students off site, observed transfers, managed moves, monitored transfers, alternative provision and respite intervention.

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 will be for a period of time which will be discussed and set out with all stakeholders at the start of this intervention with a review. In the event a student has participated in any of the above interventions, outside of the academy.

## **8. Child on Child Abuse**

The Academy will take extremely seriously any allegations of child on child abuse, whilst a number of child on child abuse. Below are the examples of concerns that should be reported immediately to a member of the Academy's Senior Leadership Team.

- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online
- Sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## 9. Prohibited Items

The following items are prohibited from the academy, either on their person (e.g must be located in bags at all times) or banned from the premises and on school visits. Confiscated items can only be collected by parents/carers, at the end of an Academy day. The Academy accepts no responsibility for personal electronic devices that are brought to the Academy and takes no responsibility to investigate their misplacement, loss or theft. If a phone is confiscated the Academy takes no responsibility for loss, theft or damage to the item.

The following items are banned from Academy's premises and on school visits:

- Hooded Sweatshirts
- Chewing gum
- Any smoking materials including Electronic Cigarettes
- Lighters and matches
- Stink bombs, water bombs and snap devices
- Mobile phones, tablets or any other electronic device
- Energy and Fizzy Drinks
- Large bags of sweets
- Aerosols – perfume spray or flammable liquids
- Weapons – including knives, BB guns, laser pens or any object that could be used with the capability of harming another person
- water pistol
- Stolen items
- Pornographic images and/or videos
- Alcohol and/or Drugs
- Fireworks

Bringing these items onto the academy premises will result in immediate confiscation and will lead to an appropriate sanction, which can include a Permanent Exclusion. Weapons and knives, and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. All confiscated items will be placed in an envelope with the student's name on and placed in the relevant College area /or reception. Parents are expected to collect the device or item from Reception after the end of the Academy day, they will not be returned to students.

### 9.1 Searching and Screen Procedures for Contraband

The Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item. The Academy can confiscate any items found during a search that they consider harmful or detrimental to the school environment. Students who refuse searching may be refused entry onto the Academy site. The Academy follows the guidance from the Department for Education:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

In order to deter students from bringing contraband items onto the school site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the student is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, students are asked to remove their blazers and both blazer pockets and bags are searched.

## **10. Investigating an Incident in the Academy**

Where a behaviour incident has taken place the Academy will need to determine all the key facts before making a decision as to the next steps. Staff will record the incident on Bromcom, and may be asked to write longer accounts if necessary. Students will also be required to write their accounts of what happened, whether this is as a witness, a victim or the alleged perpetrator of an incident. These accounts will not leave the Academy and will be anonymised if presented elsewhere (for example at a Governor's hearing). Refusal to discuss or write about an incident in the Academy will be seen as defiance and treated as such.

## **11. Teachers' Powers**

- Staff within the Academy will operate under a 'warm strict' approach that is always fair and consistent. This approach will be empowered and modelled by the Academy's Senior Leadership team.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The authority also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in the school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside the school.
- Teachers have a specific legal authority to impose detention outside school hours.
- Teachers can confiscate students' property. If necessary, headteachers and staff they authorise can carry out searches.
- Staff may use physical restraint as a last resort where necessary, if a student is putting himself/herself or others in danger, or where he or she is damaging school property.

### **11.1 Students Conduct Outside the Academy Gates – Teachers' Power**

The teacher may discipline a student for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from the school or
- Wearing school uniform or
- In some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school.

## **12. 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. Bullying is defined as any deliberate, hurtful, or aggressive behaviour, repeated over time, which is intended to harm, intimidate, or cause distress to an individual or group. This

includes, but is not limited to, physical, verbal, or cyberbullying, as well as any other form of aggressive conduct.

Zero tolerance means that the Academy will not accept any incidents of bullying by the academy community. Students will be able to report any incidence of bullying to; a dedicated email address, their college pastoral team, class teachers, tutor or members of the Academy Leadership team.

Any report of bullying or discrimination will be quickly investigated by pastoral college teams. Students who are found to be bullying others will be swiftly sanctioned in line with our Anti-bullying and discrimination policy and in line with the [Attitudes to Learning Ladder](#); serious sanctions will be imposed for those students who do engage or continue to be part of any form of bullying/discrimination. Persistent bullying will result in a student's place at the academy being at risk, as a result of such the possible consequences may include suspension, Permanent Exclusion and referral to external agencies such as the police.

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. Please refer to our Anti-bullying and discrimination policy for more details.

### **13. Malicious or unfounded allegations against staff**

The Principal and the Academy will take serious disciplinary action against students who are found to have made malicious accusations against Academy staff, including visiting adults and adult volunteers. The Academy will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see Safeguarding policy). If these allegations are proven to be unfounded or malicious, then the Academy will take disciplinary action against those students involved in making the allegation. This may include suspension, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career-threatening consequences for the staff involved and for the reputation of the Academy.

### **14. Reasonable force**

The Trust recognises that in certain circumstances, it might be necessary for staff to physically intervene or use reasonable force and have the legal power to do so, although it is not recommended to do so. If reasonable force is to be used then it is always in the child's best interest and should be reasonable and Proportionate.

The Education Act 1996 states that a member of staff may use such force as is reasonable in the circumstances to prevent a student from doing (or continuing to do) any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the student themselves)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the Academy or among any of its students, whether that behaviour occurs during a teaching session or otherwise

## **14. Discretion Statement**

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion in the application of the policy to support Leigh Academy Minster students make better choices and take responsibility for their actions.