

Positive Engagement for Learning

Behaviour Policy Appendix

East Leake Academy

January 2024

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Associated documents:			
Local Academy Behaviour Related Appendices Local Academy Uniform & Equipment Expectations Local Academy Uniform & Dress Code Appendix Local Academy Anti-Bullying Appendix Local Academy Curriculum Policy Local Academy Online Safety Appendix Local Academy Safeguarding, Child Protection and Low Level concerns Appendix Local Academy SEND Curriculum Policy	DA Trust Anti-Bullying Policy DA Trust Suspension & Exclusion Policy DA Trust Safeguarding and Child Protection Policy		
Links to:			
Diverse Academies Behaviour Policy: https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf			
Diverse Academies Suspensions & exclusions of pupils policy: https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/02/Exclusions.pdf			
Behaviour in Schools July 2022: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf			
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023: Suspension and Permanent Exclusion guidance July 2022 (publishing.service.gov.uk)			
Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance			
Searching, Screening and Confiscation 2022: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf			
Keeping Children Safe in Education 2023: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf			
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf			
Special Education Needs and disability Code of Practice: 0 to 25 Years: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf			
Use of Reasonable Force 2015: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf			
Education and Inspections Act 2006: https://www.legislation.gov.uk/ukpga/2006/40/contents			

The Schools (Specification and Disposal of Articles) Regulations 2012:

<https://www.legislation.gov.uk/uksi/2012/951/made>

The Schools (Specification and Disposal of Articles) Regulations 2012:

<https://www.legislation.gov.uk/uksi/2012/9780111519356/contents>

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1 Positive Engagement for Learning Statement

East Leake Academy is committed to creating an environment where exemplary behaviour is at the centre of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Engagement for Learning Policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on caring for and respecting others and our environment.

2 Intent

- To create a culture of exceptionally good behaviour and respect: for learning, for community, for life
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote a sense of belonging, self-esteem and aspiration
- To safeguard the emotional and physical well-being of students and staff
- To safeguard the opportunity for education progress
- To ensure that all students are treated fairly, shown respect and to promote community cohesion through improved relationships
- To help students take control over their behaviour and be responsible for the consequences of it, promoting self-discipline and proper regard for authority
- To instil a culture of responsibility where pupils encourage positive engagement from others
- Otherwise regulate the conduct of students

3 Purpose

To provide simple, practical procedures for staff and students that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem, self-discipline and self-regulation
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that students complete any tasks reasonably assigned to them in connection with their education
- To ensure that excellent behaviour is a minimum expectation for all

4 Roles & Responsibilities

The Governing Body

- To review the policy every two years
- To support the academy in maintaining standards, ensuring an orderly and safe environment for students and staff
- To set the framework for the development of the academy's Positive Engagement for Learning Policy in conjunction with the Principal and national guidance
- To monitor and review suspension and permanent exclusions and data
- To monitor and review removal from the classroom (Focus Room) and data
- To consider representations about an exclusion made by the parents / carers of the suspended or permanently excluded students.

The Principal

- To be responsible for the day to day management and implementation of the Positive Engagement for Learning policy and procedures.
- To set the framework for development of the academy's Positive Engagement for Learning policy and communicate this to staff, parents / carers and students
- To make the decision to exclude a student.

Staff

- Implement the Teaching and Learning model to maintain excellent classroom culture
- Refer to 'we empower, we respect, we care' (values and expectations)
- Model positive behaviour and build relationships
- Plan lessons that engage, challenge and meet the needs of all students
- Use visible (verbal and non-verbal) recognition for positive engagement throughout lessons
- Use academy policies and systems to:
 - Encourage good behaviour and respect for others
 - Secure an acceptable standard of behaviour of students
 - Promote, amongst students, self-discipline and proper regard for authority
 - Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Ensure that students complete any tasks reasonably assigned to them in connection with their education
 - Otherwise regulate the conduct of students
- Consistently apply trust and local academy procedures and systems identifying and implementing proportionate responses to behaviour
- Be calm and look for prevention (least invasive interventions) before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with students
- Never ignore or walk past students who are behaving badly

Students

- To do their best
- To take responsibility for their own behaviour
- To take responsibility for their own learning
- To follow the academy's expectations in relation to conduct and learning
- To follow staff instructions first time and every time
- To encourage positive engagement from peers
- To promote the academy positively in the community

Parents / carers

- To take responsibility for the behaviour of their child and recognise the responsibility of their child towards the education and wellbeing of others
- To work in partnership with the academy and support the academy's Positive Engagement for Learning policy and procedures.
- To attend academy meetings and events, including parents' / carers evenings.
- To be polite and courteous to staff, students and other parents / carers.

5 Values & Expectations

Values

- We empower
- We respect
- We care

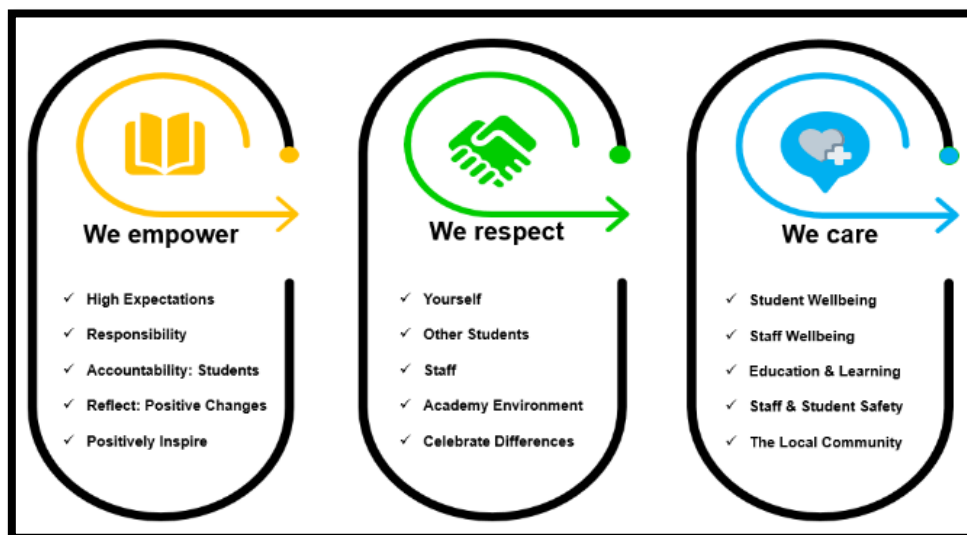
If we are to create a community in which high quality learning can take place and all of its members can work happily together, an atmosphere of good order is vital. Academy rules and procedures exist to foster this ethos, but students are also encouraged to develop self-discipline and consideration for others. At the same time, our expectations must be rational and their enforcement reasonable, consistent and sustainable.

It is important that our young people value each other and feel valued by adults who work with them, through the way the academy conducts its business. We believe that the best incentive we can offer our students to co-operate in this enterprise is through the routine of academy life.

Students will be constantly rewarded by appreciation from subject teachers when they are working hard and by receiving encouragement when difficulties have to be faced.

Expectations: Values Driven

All students should be aware of our general expectations of student behaviour which underpinned by our academy values:



Positive engagement for learning is one of the most important factors in improving academic progress. We expect the vast majority of students to meet the expectations above and thrive through positive rewards.

East Leake Academy has a zero-tolerance approach to those who do not adhere to the academy expectations within our community. We firmly believe that if all students consistently meet these clear expectations; our community will be a safe and purposeful environment where everyone can achieve their best. We expect the full support of parents to help reinforce our expectations.

Students are expected to follow all reasonable instructions given to them by any member of staff (including the lunchtime supervision team) at the first time of asking without argument. We will never ask a student to do anything we wouldn't do ourselves. This is a non-negotiable principle of our academic community, to ensure that we maintain a safe and respectful environment for all.

6 Merit (Positive) & Demerit (Negative) Behaviour Point Systems

In both KS3 and KS4, cumulative positive behaviour points (merits) are used to determine rewards. Merits are awarded to students that demonstrate our academy values and consistently meet our expectations in relation to conduct and attitude to learning (AtL).

In both KS3 and KS4, cumulative negative behaviour points (demerits) are used to determine minimum responses. Demerits are issued to students who fail to uphold our academy values and do not meet our expectations in relation to conduct and AtL.

NB: Students who fail to achieve the required AtL in Year 11, will not be eligible to attend the academy prom or other academy events.

Positive behaviours points (merits) need to be given consistently and fairly and used to encourage students to be successful. Merit totals will reset each academy year.

Cumulative Merits & Rewards Thresholds

- 100 Merits - Rewards Store Access
- 150 Merits - Bronze Award Badge & Certificate
- 200 Merits - Silver Award Badge & Certificate

- 250 Merits - Gold Award Badge & Certificate
- 300 Merits - Diamond Award Badge & Certificate
- 350 Merits - Platinum Award Badge & Certificate
- 400 Merits - Commendation Letter of Achievement
- 450 Merits - Prize Draw Raffle Ticket – End of Year

Negative behaviour points (demerits) are checked by tutors should they begin to accumulate. Tutors supported by Heads of Year (HoY) and Senior Leadership Team (SLT) will ensure (where appropriate) that the following responses are carried out in addition to any other sanctions and / or support required. Demerit totals will reset each academic year.

Cumulative Demerits & Minimum Responses

- 10 Demerits – Tutor Phone Call
- 20 Demerits – Tutor Report (Parent/Carer Informed: Two-week Review & Feedback Call)
- 30 Demerits – Tutor & Parent/Carer Meeting & Interventions (Student Performance Team/Academy Counsellor/SENCo)
- 40 Demerits – HoY Phone Call
- 50 Demerits – HoY Report (Parent/Carer Informed: Two-week Review and Feedback Call)
- 60 Demerits – HoY & Parent/Carer Meeting & Interventions (Internal Support Review & External Agency Support)
- 70 Demerits – SLT Phone Call
- 80 Demerits – SLT Report (Parent / Carer Informed: Two Week Review & Feedback Call)
- 90 Demerits – SLT / HoY & Parent/Carer Meeting
- 100 Demerits – Additional Interventions from HoY & SLT (PSP* & ½ Termly Review Meetings)

NB: *PSP: Pastoral Support Plan

7 Positive Engagement Strategies

East Leake Academy believes that the starting point for the positive engagement with learning for students is to provide an extensive range of tangible rewards, which will help to acknowledge and reward achievement. The table below shows the main ways in which the academy seeks to recognise the students who consistently meet our high expectations:

Positive Engagement Strategies / Rewards	
Verbal praise	Teacher using positive language to praise students for their effort and excellent attitudes towards learning.
Positive behaviour note	Staff may write a positive behaviour note for parents / carers to see when students have gone above and beyond expectations.
Merits (positive behaviour points)	Electronic credits given as a reward that can be seen by parents / carers. Students are able to earn rewards as they accumulate merits. Merits can be achieved within the classroom or for excellent and/or improved conduct.
Praise stickers	Issued by teaching staff for work produced in lessons and homework.
Praise (post) cards	Issued for outstanding work, effort, or contribution to the academy community. These are either taken home by the student or posted home to parents / carers in some circumstances.
Positive communication home	Staff will contact parents / carers to have a positive conversation about a students excellent contribution to lessons and / or the academy community.
Positive report cards	Sometimes students will be placed on a positive report card to explicitly give them positive comments from staff during every lesson to help build confidence and self-esteem
Awards evenings	The academy holds various awards evenings throughout the year to promote academic and pastoral achievement. Students who have won awards will be invited with their families to the events in

	recognition of their achievements and contributions to the academic community. This includes students who have reached cumulative merit thresholds throughout the academic year.
Leadership responsibilities	East Leake Academy provides an extensive range of student leadership roles that can be given to students at all levels. From lead learners in faculty lessons to head student in the sixth form. These opportunities are available to all students who meet our high expectations.
Whole class activities	Teachers will reward teaching groups that have consistently met their class expectations over the course of a lesson with a simple fun activity for the final few minutes of a lesson e.g. quick game that students might enjoy to build student teacher relationships and class identity.
Rewards activities	Students who meet high expectations will be invited to attend and/or take part in additional activities as a reward.
Rewards assemblies	Students are invited to rewards assemblies to celebrate success in the following categories: <ul style="list-style-type: none"> • Most merits • Tutee of the term • Hero awards • Core value rewards • Tutor group of the term • Student of the term • Cumulative merits
Extraordinary contribution cards	Students who go above and beyond can be rewarded with an extraordinary contribution card; redeemable within the canteen to the value of £1.
Rewards store (Class Charts)	Students that accumulate 100 merits within an academic year will have access to the rewards store within Class Charts. This allows students to redeem their positive behaviour points (merits) for a variety of tangible rewards.

We provide a positive, caring, and purposeful environment, which encourages every student to develop to their full potential in all areas. Rewarding students and recognising achievements brings about a sense of self-worth and raises self-esteem. It helps students to appreciate their strengths and recognise success in others.

Positive Behaviour Points (Merits) are awarded for:

Empower

- Taking responsibility for yourself and your own learning
- Demonstrating high expectations of yourself / others
- Positively inspiring others
- Holding other students to account (encouraging positive engagement from others)
- Reflecting and making positive changes

Respect

- Celebrating differences
- Demonstrating respect for the academy environment
- Demonstrating respect for staff
- Demonstrating respect for others
- Demonstrating self-respect





Care

- Caring for your education and learning
- Caring for staff wellbeing
- Caring for student wellbeing
- Caring for staff and student safety

- Caring for the local community

Reward Cards

We recognise that students need to be rewarded for their positive engagement during unstructured time and for excellent conduct. Students who demonstrate our academy values during unstructured time will be issued a signature on their Reward Card.

Cumulative Merits & Reward Thresholds	
• 100 Merits - Rewards Store Access	 <p>EAST LEAKE ACADEMY</p> <p>Rewards Card</p> <p>Student Name: _____</p> <p>Tutor Group: _____</p> <p>We empower We respect We care</p>
• 150 Merits - Bronze Award Badge & Certificate	
• 200 Merits - Silver Award Badge & Certificate	
• 250 Merits - Gold Award Badge & Certificate	
• 300 Merits - Diamond Award Badge & Certificate	
• 350 Merits - Platinum Award Badge & Certificate	
• 400 Merits - Commendation Letter of Achievement	
• 450 Merits - Prize Draw Raffle Ticket – End of Year	
   <p>Submit your completed (checked and signed) card in the library</p> <p>These merits will add to your overall merit points total</p>	

8 Behaviour & Consequences (Sanctions)

All students are expected to behave in a courteous, responsible manner at all times following the academy's expectations which are underpinned by our values. This includes before and after the academic day begins, during lessons, in corridors (conduct), in assembly and during break and lunch time (conduct). Where students do not comply with the academy expectations, clear sanctions will be imposed, and responses will be certain, fair and proportionate. The aims of our responses to misbehaviour are to maintain the culture, uphold our academy values, and restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, our response to misbehaviour has various purposes:

- **Deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the academy.
- **Protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support students to understand and meet the behaviour expectations of the academy and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

NB: Students whose behaviour and / or AtL does not uphold and / or support the academy values, will not be allowed to participate in clubs, teams, activities and non-curriculum trips until this improves.

The Individual circumstances (including SEND) will be taken into consideration.

Classroom Expectations:

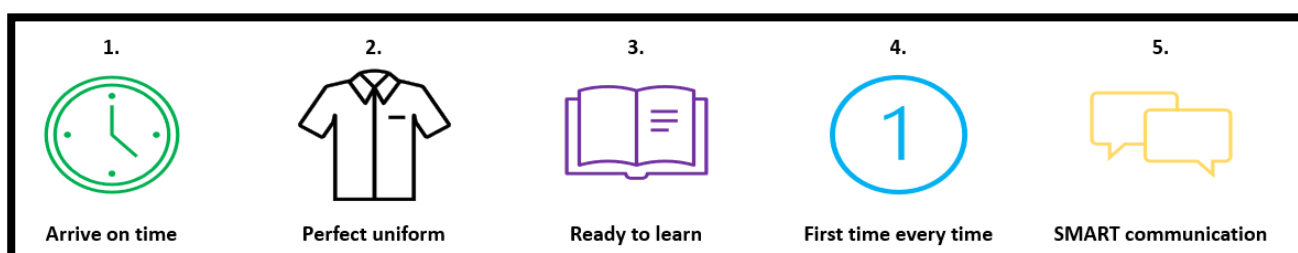
- Come into the classroom in an orderly way, with a positive attitude to learning
- Remove any outside jackets, scarves etc. Keep bags out of the way under the desk
- Always work to the best of your ability
- If a question is asked, don't call out your answer but instead raise your hand
- If you have a question, don't call out, but instead raise your hand
- Be polite and respectful to others at all times

- Maintain a safe learning environment by following staff instructions
- Present your work to a high standard, demonstrating high levels of effort
- Mobile devices must be switched off and out of sight (we would recommend, to avoid temptation, students leave their mobile devices at home)
- If you need to leave your seat, ask your teacher for permission
- At the end of the lesson, pack away when your teacher asks you to and stand quietly behind your chair until you are dismissed

Conduct: The ELA Way Excellent Habits Framework

Our expectations of good order and conduct are underpinned by our academy values.

At East Leake Academy, we teach pupils to break old habits and learn new empowering habits that will make them successful in life. 'The ELA Way Excellent Habits' provide a framework to ensure our core purpose and values are embedded within our daily practice and routines to fully equip pupils for life outside of ELA and ensure we enhance their life choices so that they can achieve their aspirations and goals.



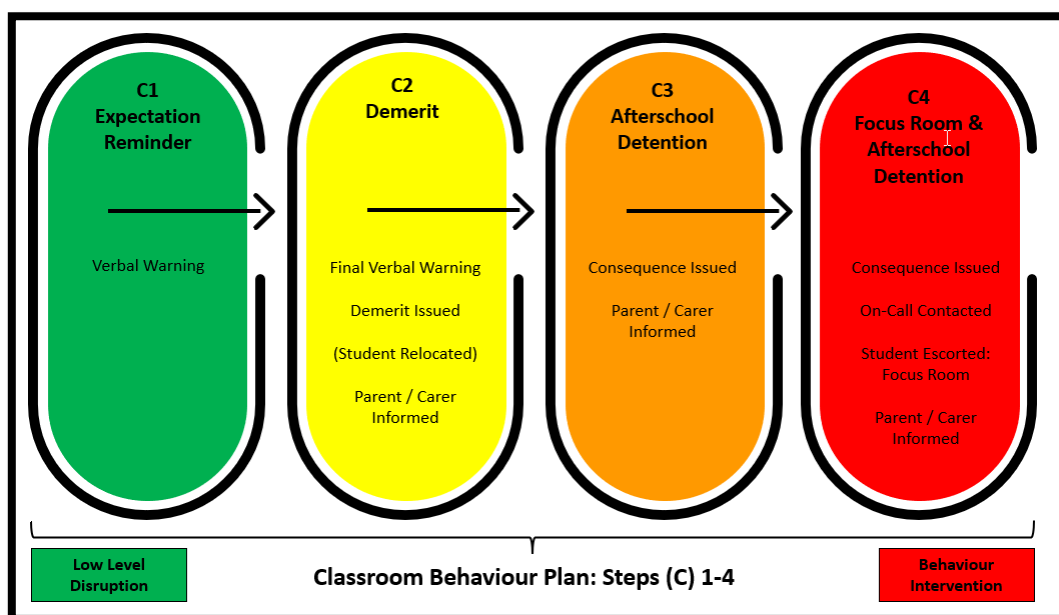
In order to maintain good order and conduct, students should always:

- Walk, keep left in single file and maintain a respectful volume along the corridors.
- In social spaces keep your hands to yourself, never play fight or wrestle.
- Be on time to your class and all other planned academy activities.
- Show respect to others and use good manners, always saying please and thank you.
- Respect our environment by putting litter in the bin.
- Only eat and/or drink in designated areas.
- Arrive to each academic day with the correct equipment.
- Always meet uniform and dress code expectations.
- Keep mobile devices switched off and out of sight

9. Classroom Behaviour Plan

Classroom Consequences

Where students do not meet the high expectations of the academy in lessons, we have developed a classroom behaviour plan to be followed by all staff and students. This system is designed to let the student know that their behaviour has caused a disruption to the lesson which is unacceptable and that there will be a consequence for the student as a result.



10. Removal (Focus Room)

Students are escorted to the Focus Room at Step 4 of the classroom behaviour plan when all other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. The Focus Room is also utilised for persistent and/or serious breaches of our academy expectations (whether they occur in or outside of the academy) and if students persistently fail to maintain good order and conduct in and around the academy.

The Focus Room is utilised to:

- Maintain the safety of all students and to restore stability following an unreasonably high level of disruption
- Enable disruptive students to be taken to a place where education can be continued in a managed environment
- Allow the student to regain calm in a safe space






Parents / carers will be informed on the same day if their child has been removed from the classroom. Professionals supporting a student and family will be notified if a student has been removed from the classroom.

East Leake Academy will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. East Leake Academy will collect, monitor and analyse removal data internally in order to identify repeat patterns and the effectiveness of the use of removal. East Leake Academy will make data-based decisions to consider whether frequently removed students may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

The Focus Room is a place where students are supported to reflect on the consequences of their behaviour to promote personal growth and development. The Focus Room is staffed by the Student Performance Team (and other trained staff) who work with the students to unpick the behaviour presented and to develop strategies to modify and improve their behaviour and attitudes to learning. For more serious incidents, students will be provided with targeted coaching and / or pastoral support following a period of reflection within the Focus Room. This is designed to help improve behaviour and support successful re-integration back into lessons. East Leake Academy ensures that time spent in the Focus Room is as productive (but minimal) as possible, where students are able to access work throughout their time in the Focus Room using online pathways.

11. Conduct Cards & Permission Slip

Where students do not meet the high expectations of the academy, we have developed a Conduct Card system to be followed by all staff and students. Staff will challenge infringements by signing Conduct Cards throughout each academic day. There are no second chances with Conduct Cards, and we will continue to 'sweat the small stuff'.

Excellent Habits & Conduct Infringements (#)		3 signatures = Demerit & 15 minute break time detention																																																				
1.	 Arrive on time Lateness	<ul style="list-style-type: none"> 6 signatures = Demerit & 30 minute after school detention 9 signatures = Demerit & 60 minute extended SLT detention 12 signatures = Demerit & graduated response implemented 																																																				
2.	 Perfect uniform Incorrect uniform / dress code																																																					
3.	 Ready to learn Misconduct / lack of equipment																																																					
4.	 First time every time Failure to follow instructions																																																					
5.	 SMART communication Disrespect																																																					
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The following guidelines will be in place and upheld by staff and students to maintain good conduct around the academy:

Conduct Card Guidelines	
Circumstance	Response
Forgotten card	Tutor logs demerit and afterschool detention. Tutor issues new card
Unable to present card to staff member	Staff member logs demerit afterschool detention
3 signatures	Tutor logs demerit and break time detention (Monday PDL)
6 signatures	Tutor logs demerit and afterschool detention (Monday PDL)
9 signatures	Tutor logs demerit and extended SLT detention (Monday PDL)
12 signatures**	Student performance lead logs demerit and commence graduated response. Student performance lead to update the spreadsheet on MST to instruct the tutor to issue a new card without further consequence
**If a student accumulates 12 signatures during one term, the following graduated response will be implemented: Card 1 – 12 Signatures – Student Performance Team referral Card 2 – 12 Signatures – Parent / Carer contact (Tutor) Card 3 – 12 Signatures – W1 Focus Room consequence	
Lost card	Tutor logs demerit and afterschool detention. Tutor issues new card
3 rd lost / forgotten card (applies to each card lost/forgotten beyond this point)	Tutor logs demerit and extended SLT detention. Tutor issues new card
Refusal	Staff member logs demerit and extended SLT detention
Forgery	Tutor logs demerit and extended SLT detention. Tutor issues new card
Unintentional damage to conduct card (evidence provided)	Tutor issues new card without consequence (Tutor to monitor)
Intentional damage to conduct card/s	Tutor logs demerit and extended SLT detention (Tutor to monitor)

Each Conduct Card contains a Permission Slip:

- Students will be given permission to leave the classroom if they are unable to use the toilet within lesson changeover, break or lunch.
- Staff will sign the permission slip and note down the date and room number.
- Students must visit the closest facilities to minimise lost learning time.
- Staff have the professional discretion to remove this privilege from a student.

12. Detentions

The academy will give 24 hours' notice for all detentions via email (on behalf of Class Charts) and parents / carers will be provided with the following information out of courtesy so that they can also address the consequence / sanction with their child.

- Detention type
- Length
- Reason
- Note (If applicable)
- Date
- Time

- Location
- Teacher
- Class

The systems for detentions are centralised and students will report to a designated area for their detentions.

- Break Time: Designated classrooms (10:50am for 15 minutes)
- Afterschool: Dining room (3:05pm for 30 minutes)
- Extended SLT Detention: Dining room (3:05pm for 60 minutes)

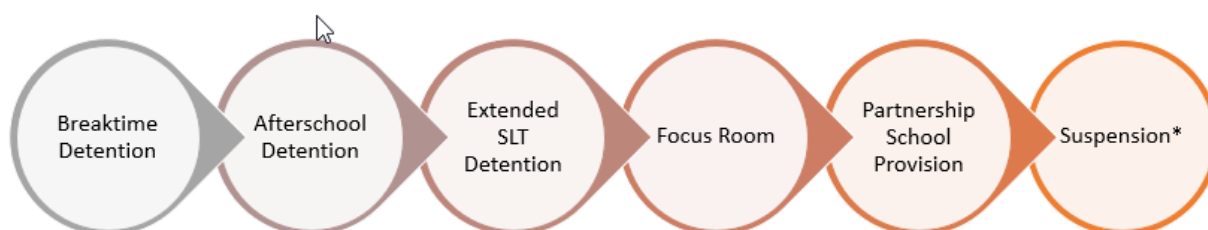
Additionally in some circumstances a telephone call will be made to parents / carers to enable a same day detention to be issued.

East Leake Academy do not require permission from parents / carers for their child to attend a detention.

When parents / carers secure a place for their child at East Leake Academy, they agree to support the policies and procedures of the academy and they therefore cannot refuse to allow their child to attend a detention. The dates and times will only be amended in very exceptional circumstances as determined by Department for Education guidance. This does not include when changes to travel arrangements is inconvenient. Any requests to amend a detention (including reason/s) must be provided via email and/or WEDUC to the child's tutor before the scheduled detention commences.

Students will be expected to complete behaviour reflection, citizenship, personal development and community centred activities in after school detentions to support the personal growth and development of the individual.

Failure to attend a detention automatically results in an upscaled detention (escalated consequence) as outlined below:



13 Staged Approach (Graduated Response)

For students whose behaviour continues to be a concern, minimum responses (see merit & demerit behaviour point systems section) will be applied to provide early and targeted intervention to help modify behaviour utilising internal support systems such as reports, parent / carer involvement, counselling and coaching. Following the accumulation of 100 negative behaviour points (demerits) a Pastoral Support Plan (PSP) will be put in place in collaboration with the HoY and/or SLT, student and parents and/or carers. This support plan will be used to develop specific behavioural targets and identify targeted interventions from internal / external sources to reduce the chances of permanent exclusion. Minimum responses for students with a PSP will now be guided by targets set out by the PSP relating to the needs, behaviours and circumstances of the individual student.

Students may be issued the following consequences / support following the whole school behaviour plan (see our whole school behaviour plan below for detail: W1-W5) where there are a continuation of behaviours from C1-C4 or when serious breaches of the behaviour policy occur including persistent disruptive behaviour and / or persistent failure to maintain good order and conduct.



Additional support options (if applicable and not already exhausted):

- Academy Committee: Governors Disciplinary Panel
- Alternative Curriculum – Brook House
- Alternative Provision – Alternative Provider of Education
- External Agency Support
- SENCo
- Managed Move (Transition & Review)
- Student Performance Team
- East Leake Academy Counsellor
- Schools Police Liaison Officer
- Local Authority

It is our continuous wish that sanctions and support will bring about improvement in the conduct and standard of achievement of a student and therefore this is always seen as a positive action. For students with SEND, reasonable adjustments will be made to reduce the risk of suspension and/or permanent exclusion. Should it be deemed necessary, the appropriate sanction will be applied following careful consideration of the students needs and circumstances. This will be considered alongside the aim of our behaviour management systems which are to maintain order in the academy and to ensure that every child sees that interventions are applied for misbehaviour and breaches of the behaviour expectations.

14 Suspensions & Permanent Exclusions

East Leake Academy follows all aspects set out in the Diverse Academies Policy:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/02/Exclusions.pdf>

East Leake Academy follows all aspects set out in the Department for Education Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023: [Suspension and Permanent Exclusion guidance July 2022 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

15 Managed Moves

East Leake Academy follows all aspects set out in the Diverse Academies Policy:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/02/Exclusions.pdf>

16 Alternative Provision

East Leake Academy follows all aspects set out in the Diverse Academies Policy: [Alternative-Provision.pdf \(diverseacademies.org.uk\)](https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/02/Alternative-Provision.pdf)

17 Off-Rolling

East Leake Academy follows all aspects set out in the Diverse Academies Policy:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/02/Exclusions.pdf>

18 Record Keeping

East Leake Academy records all behaviour using Class Charts which is written back to SIMS as the MIS system. All safeguarding concerns are recorded within My Concern.

19 Equality, Diversity & Inclusion

East Leake Academy follows all aspects set out in the Diverse Academies Policy: [Single-Equality.pdf \(diverseacademies.org.uk\)](#)

20 Searching, Screening & Confiscation

East Leake Academy follows all aspects set out in the Diverse Academies Policy: <https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf>

21 Support

Support for students

- Clear, certain and sustainable policies and systems
- Student Performance Team
- Peer mentoring
- Student Leadership Team
- Academy Counsellor
- Monitoring via Class Charts / SIMS
- AtL reports
- Progress reviews
- Teaching Assistants
- Tutors
- Heads of Year
- SLT
- Pastoral Support Plans (PSP)
- External agency support
- Schools Police Liaison Officer
- Alternative curriculums
- Alternative provision
- Partnership school provision
- Attendance & Family Engagement Officer
- Minimum responses
- Reflection opportunities – Focus Room
- Behaviour reflection, citizenship, personal development & community centred activities
- Personal development lessons
- Personal development drop down day/s
- SENCo

Support for staff

- Certain and sustainable policies which aim to reduce staff workload
- MIS training & support
- Clear classroom, unstructured time and whole school behaviour systems
- CPD – Pastoral / behavioural support & guidance
- Advice and guidance provided to all staff on managing and maintaining good order and conduct
- On-call system
- Centralised detention system
- Heads of Year
- SLT faculty link
- Heads of Faculty – Line managers
- Student Leadership Team
- SLT
- CPD Professional development programme – Whole school (Twilights & Directed Time)

Support for parents / carers

East Leake Academy encourages the development of positive professional relationships with parents / carers. There are times when they too need to support in managing their child's behaviour (see our parent / care roles & responsibilities section for detail).

East Leake Academy will provide support for parents / carers by:

- Settling in calls
- Welcome meetings
- Early identification of concerns / issues
- Minimum responses (see merit & demerit point systems section for detail) to the accumulation of negative behaviour points (demerits) including telephone calls, report systems and meetings.
- Feedback from Student Performance Team (If applicable / appropriate)
- Feedback from academy Counsellor (If applicable / appropriate)
- Daily updates via Class Charts activity feed for positive behaviour (merits) recorded
- Daily updates via Class Charts activity feed for negative behaviour (demerits) recorded
- Providing detention notices in advance via Class Charts
- Celebrating rewards and achievements for positive behaviour via Class Charts
- Providing information and guidance
- Facilitating referrals for internal support systems / staff
- Facilitating referrals to external agencies
- Parent Consultation Evenings (PCE)
- Parent / carer meetings
- Inviting parents / carers to discuss issues / progress
- Inviting parents / carers to support with PSP and review process
- Advice and guidance from Academy SENCo
- Review meetings with Academy SENCo (if applicable / appropriate)

22 Reasonable Force & Restraint

East Leake Academy follows all aspects set out in the Diverse Academies Policy:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf>

23 Food & Drink

Eating & Drinking

The content and consumption of food should only occur in designated areas (outlined below) and students are not permitted to bring chewing gum into the academy.

- The canteen
- Tutor rooms (**wet break only**)
- Main hall / sports hall (**wet break & lunch only**)
- Mezzanine (**wet lunch only**)

24 Behaviour Off-Site & Travel

Travel

East Leake Academy has the power to sanction students for misbehaviour outside of the Academy premises to such an extent as is reasonable. East Leake Academy will collaborate with local authorities to promote good behaviour on Academy transport. Conduct off-site, including online conduct, that East Leake Academy might sanction students for include misbehaviour:

- When taking part in any academy-organised or academy-related activity
- When travelling to or from the academy
- When wearing East Leake Academy uniform
- When in some other way identifiable as a students at the academy
- That could have repercussions for the orderly running of the Academy
- That poses a threat to another student
- That could adversely affect the reputation of the academy

In addition to normal academy sanctions, in response to misbehaviour using a dedicated company and/or public transport; East Leake Academy will implement the following sanctions:

- First offence: written warning
- Second offence: a fixed-term ban from the bus
- Repeated offences: a permanent ban from the bus

In cases of serious misbehaviour an immediate ban, fixed-term or permanent, could be applied.

Behaviour Off-Site

On academy-organised trips and visits, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated responsibility for that care, eg volunteers, outside agency instructors etc. Students must follow staff instructions at all times.

Students who misbehave on academy trips and visit, or behave in an unsafe manner, risk the following:

- Incurring sanctions upon return to the academy
- Not being permitted to go on subsequent academy trips and visits
- Not being permitted to engage in extra-curricular events
- Not being permitted to continue with leadership roles and responsibilities
- Not being permitted to attend end of year celebrations (year group specific)
- Being returned home immediately and in some cases, parents will be asked to collect their child

NB: Sanctions will be applied when behaviours in the local community infringe on our academy values and expectations.

25 Banned Items

The academy has a banned item list which are detrimental to maintaining high standards of behaviour and a safe environment. Search and confiscation of banned items is permitted but reasonable force may not be used to search for these banned items.

- Chewing gum
- Energy drinks
- Fizzy drinks
- Electronic / mobile devices (unless authorised)
- Hooded jumpers

26 Monitoring & Evaluation

This policy will be reviewed every year or when changes to statutory guidance requires a review of current policies.

East Leake Academy will collect data on the following:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation; and
- Surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture