



Sir Geoffrey Leigh Academy Behaviour for Learning Policy

Vision

At Sir Geoffrey Leigh Academy, we are proud of our diverse and multicultural community which is founded on the basis of mutual respect, fairness and one's willingness to take responsibility for one's actions. At Sir Geoffrey Leigh Academy, students of all cultures and socioeconomic backgrounds are expected and supported to show respect for themselves and others at all times. Our vision is to ensure all students regardless of background receive outstanding learning experiences throughout their '**Leigh Learning Journey**'. In order for this to happen, high standards of behaviour and engagement are expected in and around the academy and local community at all times, and students will be supported to ensure they reach those high standards and maximise their learning experiences each and every day. The behaviour and conduct of students supports the '**Opening Minds to Success**' ethos and ensures the high standards and expectations of students is adhered to through a consistent approach across the academy.

Our IB learner profiles are an integral part of our Leigh vision, our aim is to support students in being open minded to their academic careers, helping them to be knowledgeable in a knowledge driven world. SGLA students are principled young people who are reflective learners who show real care to the local community and world around them.

At Sir Geoffrey Leigh Academy our behaviour for learning ethos is **100% engagement, 100% of the room, 100% of the time**. We want to ensure we are creating a culture of learning whereby all students have the opportunity to learn in consistent and predictable environments free from disruption where they can flourish and progress. This culture is supported by our ethos centring around de-escalation strategies which reduce the probability of confrontations with staff and put the emphasis on students making positive choices, taking responsibility for their actions and remaining focused on their learning.

Students at Sir Geoffrey Leigh Academy have the responsibility to conduct themselves both in and outside of the academy premises with the utmost respect for the students who attend, the

staff who work there and for those who live in the local community and Dartford area. Sir Geoffrey Leigh Academy prides itself on the reputation it creates and how the students create a positive image of themselves and the school they attend. Sir Geoffrey Leigh Academy will also ensure that the Behaviour for Learning Policy ensures the safety and welfare of students.

Finally, Sir Geoffrey Leigh Academy prides itself on its multicultural, diverse and inclusive community. The students are required to be tolerant, kind and supportive of one another and should be inclusive of all students. Sir Geoffrey Leigh Academy promotes that others with their differences can also be right and every student a voice and the right to an excellent education no matter what race, culture, gender or if part of the LGBT community.

The **3 R's** of **Respect**, **Responsibility** and **Resilience** become key attributes we will instil during the phased return of students. In essence they are the positive learning behaviours we expect all members of Sir Geoffrey Leigh Academy to meet on a daily basis.

1. **Respect for conduct & learning:**

Value: I will demonstrate consistently at all times the respect I have for myself and the respect I have for others.

You can meet this expectation by.....

- *Being respectful of each other and use positive language at all times*
- *Work collaboratively with others*
- *Be committed to building positive relationships and demonstrating kindness and empathy*

2. **Resilience in conduct & learning:**

Value: I will take responsibility for my actions and own my behaviour, ensuring I maintain a positive attitude to learning in my lessons.

You can meet this expectation by.....

- *Developing a 'can do' approach to all tasks, activities and challenges*
- *Using your Emotional Intelligence*
- *Controlling your impulses and never giving up when faced with difficult or challenging situations*

3. **Responsibility for conduct & learning:**

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Value: I will overcome obstacles and learn from my mistakes. I will take risks in my learning to increase self confidence, overcome adversity where necessary and strengthen areas of weaknesses through grit and determination.

You can meet this expectation by.....

- *Recognising that we are all responsible for the actions and choices we make*
- *A commitment to remain in lessons, fully focused on learning*
- *Removing any barriers to learning and not disrupting the learning of others*

Roles and responsibilities

Sir Geoffrey Leigh Academy drives consistency by ensuring all members of staff have clarity on the expectations of their roles.

All members of Sir Geoffrey Leigh Academy will ensure there is no discrimination on any grounds, particularly ethnic or national origin, culture, religion, gender, or sexuality. However by recognising that children are individuals; students with specific learning needs or a disability may require reasonable adjustments on occasions, any adjustments will be clearly identified and communicated via a student's Student Support Plan (SSP). It is also important to ensure that the concerns of students are listened to and appropriately addressed. All staff are responsible for the safeguarding and welfare of children.

The Governing Body will support the academy in maintaining high standards of behaviour. It will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Through the appeals process outlined in The Leigh Academies Trust Exclusion Policy, governors will ensure that statutory requirements have been met in cases of exclusion.

The Principal is responsible for ensuring that the Behaviour for Learning culture and ethos is core to all academy policies, protocols and practices. The Principal is also responsible for making final decisions on suspensions and exclusions across the academy. In doing this she is also responsible for making sure statutory requirements are met for both the Department for Education and Governors.

The Academy Senior Leadership Team (SLT) are responsible for the implementation and day-to-day management of the Behaviour for Learning policy and procedures, they have a

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responsibility to ensure that all staff in the academy take a consistent approach to high quality teaching and learning, including behaviour management. The SLT will ensure that effective Professional Development (PD) is delivered with regards to behaviour management and the implementation of this policy. They are also responsible for dealing with serious incidents where the Director of Learning/Coordinator of Learning or Student Services Manager is not available or feels the matter is serious enough to be referred to a member of the Senior Leadership team. Heads of College are responsible for collating all documentation that will be required for the Principal to make a decision on internal, external or permanent exclusion.

Directors of Learning (DoLs) & Co-ordinator of Learning (CoLs) have a core responsibility to ensure that learning comes first. This means that as a priority they have to ensure that there are consistently high standards of behaviour in their Learning Areas. They should work with their teams to ensure that their planned curriculum removes any potential barriers for learning. DoLs/CoLs also need to ensure that the Behaviour for Learning policy and the academy's expectations are fully and consistently applied. Any reasons for intervention at DoL/CoL level should be fully and appropriately implemented such as supporting teaching staff setting S1, S2 or S3 detentions.

The Student Services Manager (SSM) identifies and accepts referrals for a range of different students, where there is a particular group or an individual student that is not responding positively to the academy agreed procedures and systems. Referrals will be discussed at College Senior Leadership Team Meetings where appropriate support will be put in place. This could be a range of strategies including in class support, team teaching, allocation of time from a mentor, monitoring reports, focused short-term group work including a personal support plan (PSP). In serious cases the Student Services Manager will also plan for intervention from external agencies, alternative provision, part time timetables, or a pastoral support plan.

Student Support Officer (SSO) will work in partnership with SSM and College teams to ensure that the needs of students are met. Challenging and logging punctuality when allocated to the start of day duty rota is an important role in assisting with reducing lateness into the academy. SSO's also coordinate the smooth running of the Reflection and Refocus Room (RnR) or internal isolation. SSO's lead on the Behaviour Improvement Programme initiative. SSO lead on 'attendance' On-Calls.

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Teachers and Tutors will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. They also have the responsibility, with the support of the College leadership teams and their DoLs/CoLs, for creating a high-quality learning environment, ensuring all students take responsibility for their learning and their own behaviour whilst building effective and positive relationships with the students in their care.

The Sir Geoffrey Leigh Academy [Home/Academy Agreement \(Appendix1\)](#) addresses the core rights and responsibilities of students and staff and can be used when the initial relationship is being established with the teaching group. The core routines are a teacher/tutor's responsibility and address issues such as:

- Seating plans
- Appropriate and timely use of Chromebooks
- Expected and acceptable noise levels
- Appropriate cues for class discussion and 'talk time' expectations
- Appropriate/reasonable movement around the learning environment
- Organisation and the distribution of equipment
- Entry and exits to the learning environment

Support Staff and Volunteers will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. They also have responsibility, with the support of the Principal, for creating a high quality learning environment and sharing the expectations for good behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Behaviour for Learning Policy by the College through assemblies and the Tutor Time Programme, procedures and expectations. Staff also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported via the Bromcom consequence system. All students will read, and abide by the [Home/Academy Agreement \(Appendix1\)](#)

"Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture." Behaviour in Schools DfE (2022)

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Parents/Carers are expected to take responsibility for the behaviour of their child, both inside and outside of the academy and in addition with the use of Social Media. They will be encouraged to work in partnership with the academy to assist the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the implementing of the policy. When additional support is required for an individual student it is essential that parents/carers engage fully with any Pastoral Support Plans or behaviour contracts produced through meetings with the HoC and AHoC.

“The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school’s behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school’s behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.” Behaviour in Schools DfE (2022)

Anti Bullying Policy

[Sir Geoffrey Leigh Academy Anti Bullying Policy \(appendix 2\)](#) aims to ensure its students are kind, caring and empathetic of one another no matter of religion, race, gender or sexuality. Staff and students are proud of its multicultural, diverse and inclusive environment that ensures all students are fully aware of the serious consequences of bullying. Sir Geoffrey Leigh Academy ensures students regularly discuss the impact of bullying through its PSHE and Healthy Minds programme, assemblies and Tutor Time programme.

Sexual violence and Sexual Harrassment

Sir Geoffrey Leigh Academy SLT and staff team will ensure that any type of unwarranted sexual behaviour, comments, sexual jokes or sexual harassment of any kind will not be tolerated. Students who make a complaint will have their concerns taken seriously with a full investigation made into these allegations. Any victims of sexual violence or harassment will be supported with appropriate help and the support of counsellors and Sir Geoffrey Leigh Academy pastoral team. Students will also be provided with positive educational training via the Healthy Minds programme. Students will have a clear understanding of key issues such as ‘Consent’, ‘Sexual Violence’ and ‘Sexual Harrassment’. Any student found to have engaged in any type of negative sexualised behaviour will not only be sanctioned inline with the behaviour policy but will also be reported to the police, referred to social services and offered educational support if necessary.

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Involvement of outside agencies

The academy works positively with external agencies. It seeks support from them to ensure that the needs of all students are met by utilising wherever possible a range of available external support. These companies, individuals or professional agencies all offer a wealth of support, especially those with mental health or emotional well being issues. Counselling, mentoring and other support programmes through the NHS Trailblazer scheme are available to Sir Geoffrey Leigh Academy students and their families.

Procedures and guidelines

All members of Sir Geoffrey Leigh Academy's community are valued and have a positive contribution to make to ensure that SGLA is a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers provide challenging and engaging learning opportunities for our students.

The Principal, Deputy Principal and Heads of College, in consultation with the staff, will develop the procedures arising from this policy. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility with every member of the academy having a responsibility towards the whole community.

Standards and Expectations: Rewards

Students respond best to praise and reinforcement of positive behaviours. This is the basis of our Rewards and Sanctions Programme as we will always look for good in all students. To this end, great emphasis is placed on rewards and recognising achievement and success. Staff will work actively to remove and discourage any barriers to learning within Sir Geoffrey Leigh Academy to create an environment where students can learn and teachers can teach.

Sir Geoffrey Leigh Academy Rewards and Sanctions procedure is based around the choices that students make, in that the student is primarily responsible for their choices. Please find a link to our [Stages of Rewards R1-5 Appendix 3](#) here.

The League of Excellence provides a system that rewards the students. This takes into account their good behaviour, excellent attendance and punctuality. The reward system allows students to be ranked within their Tutor Group, Year Group and within the whole academy. Students are then rewarded with a variety of different prizes that range from lunches, certificates, badges, to lunch with their College Leadership team and afternoon tea with the Principal.

A system of reward is the primary tool in managing behaviour for learning at Sir Geoffrey Leigh Academy. The level of reward increases with the level of positive behaviour for learning displayed by students and include, among others:

- Verbal praise
- Reward points
- Telephone call/letter home
- Praise postcard home (College or Learning Area)
- A positive summary letter for Reward points will be sent home each module.
- Nomination for Learning Area Award in academy award events
- Certificates
- End of year College or Academy award events
- Represent the College or Academy as student ambassadors
- First choice of rewards trips

Standard and Expectations: Sanctions

The [Sir Geoffrey Leigh Academy Stages of Behaviour S1-5 Appendix 4](#) and [Attenborough College \(Post 16\) Stage of Intervention Appendix 5](#) are based on the ethos of displaying our core values of **Respect, Resilience & Responsibility** outlined in Sir Geoffrey Leigh Academy Conduct Charter. Students can receive a number of different rewards for displaying these core values, if students at times fall short of these core values then sanctions will be applied as a supportive measure in line with our Sir Geoffrey Leigh Academy Behaviour Stages.

Negative Consequences: Sanctions

To ensure a consistent approach, standardised escalated sanctions (S1 – 5) are used at Sir Geoffrey Leigh Academy, with all staff using similar techniques and systems. A system of consequences is used to correct and challenge when students are making poor choices, which may prevent themselves and others from learning. At all stages of the consequence system students should be given the opportunity to reflect and change their behaviour for learning to make positive choices to de-escalate situations which should be recognised.

In addition to the subtle methods staff have at their disposal to correct and challenge poor choices and attitudes (calling for attention using 3,2,1 STAR, fingers to lips, positive pauses, waiting for quiet, asking a question, requesting that a behaviour is not repeated) staff will use the [Sir Geoffrey Leigh Academy Classroom Conduct Warning System Appendix 6](#) within their class. Students will follow the system below and any detentions will take place in the allocated College Detention Rooms.

- Signal/Non verbal warning - to deescalate unwanted behaviours.
- Verbal warning if behaviour continues.
- S1: Same day detention (15 mins) and logged on Bromcom.
- OnCall: Reset or in extreme circumstances, remove (see below)
- Removal from the lesson, with work, to the designated exit room within the learning area. S2 detention (30 mins), logged on Bromcom to provide 24 hours notice to parents.
- Removal from the lesson, with work, to the designated College area. S2 detention (30 mins) or S3 detention (60 mins) logged on Bromcom to provide 24 hours notice to parents.
- SLT detention (60 mins), logged on Bromcom to provide 24 hours notice to parents. This will take place on the next academy day.

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- Centralised detentions daily in college, to ensure sanctions are immediate and a fresh start given as soon as possible.

Detentions should always allow an opportunity for restorative work to be completed between the member of staff and students, which will involve the student catching up on work missed, discussing or writing about ways to improve behaviour for learning.

Poor behaviour for learning in a particular subject and/or any serious incident will be dealt with by the DoL/CoL to intervene and rectify behaviour in an isolated subject issue.

Poor behaviour for learning across several areas of a students curriculum will be dealt with by the College SLT. In addition to Sir Geoffrey Leigh Academy sanctions system additional actions, such as the following, may be applied:

- Telephone call/letter home.
- Sanctions using the S1 - S5 system.
- Report – including Learning Area, DoL, Tutor, SSO, SSM, AHoc, Hoc, Principal.
- Reflection and refocus Room. (R&R)
- Off Site R&R at another LAT School
- Suspension (see The Leigh Academies Trust Suspension Policy).
- Prevention from going on trips/visits.
- Prevention from representing the academy in sports fixtures
- Community service.
- College move.
- Direction off site to another LAT School
- Direction off site via the local Dartford Inclusion Forum.
- Referral for respite.
- Permanent exclusion (see The Leigh Academies Trust Exclusion Policy)

Reports can be used for short periods of time e.g. two weeks and should relate to specific areas of concern e.g. Punctuality , behaviour for learning, Respect towards staff and peers.

- Reports should normally be issued by Tutors, SSOs, SSMs, Assistant Heads of College or Heads of College and are checked on a daily basis. When a Tutor raises an area of concern College Leadership Teams may agree for a student to be placed on report to the Tutor.

- The student is responsible for handing the report to subject teachers at the start of each lesson. The student must be aware of why they are on report and what the report process is designed to achieve.
- Parents/carers must be informed that a student is on report. Parents are required to sign the report daily and must be contacted at the beginning and end of the report process to discuss progress made and the need for any further action. At the end of the reporting period the report card must be passed on to the College Admin and placed on the student file as a record of the intervention.
- Details of the report should be entered on BROMCOM and the report tracker, which is held in each College.
- The Tutor, SSM and Assistant Head of College should be informed when a student is to be placed on report, in advance.

On call at Sir Geoffrey Leigh Academy

At Sir Geoffrey Leigh Academy we strive for 100% engagement from 100% of students 100% of the time. Teaching staff will use a range of de-escalation strategies to maintain a calm focused learning environment in which students can flourish. Occasionally even after a range of strategies and warnings have been given, it may be necessary for teaching staff to alert on-call to support. On-call support from a member of SLT will arrive at the classroom. It will then be decided whether the on call is a reset, exit room removal or serious on call. If a student has to be removed from a lesson by on-call for any reason an S2, with 30 minute detention will be set for the following day and the student will complete the work from their lesson in the withdrawal room until the end of that specific lesson. If a student receives two on-calls in a day, they will remain in a withdrawal room for the remainder of the academy day and parents will be notified. Two daily on-calls automatically results in an R&R referral. If a student receives three or more on-calls in a week, they will be required to complete a day in the R&R.

When a student meets the threshold of three R&R referrals per module, parents/carers will receive a letter notifying them of on-going serious behaviour concerns. This may trigger a parental/carer meeting with the Head of College and student going on a closer monitoring report.

Inclusion Statement

At Sir Geoffrey Leigh Academy we understand that students can have a variety of different needs which can at times lead to challenging behaviour. Students with SEND may require reasonable adjustments where possible and these will be personalised to the students specific needs; whilst always aiming to set high expectations for each and every student. Sir Geoffrey Leigh Academy always acts and takes decisions in the best interests of its students and staff.

Unsupervised Periods of time

Incidents which occur at Sir Geoffrey Leigh Academy, during travel to and from the academy, transition time between lessons, break time, lunch time or after school will be dealt with by an appropriate adult and will follow the reward and sanction protocol.

Interventions beyond Sanctions

If a student continues to make poor choices, is regularly receiving sanctions or is unable to address their poor behaviour for learning without support, it will be necessary for further intervention to be applied. The aim of the additional intervention will be to reduce the risk of further sanction or exclusion for a fixed period of time. Interventions including 1:1 pastoral support via tutor, 1:1 pastoral support via college SSO, SSM and SLT, ELSA support sessions and Behaviour Improvement plan (BIP) will be considered. Other appropriate support for SEND and vulnerable students is available through external agency referrals.

Pastoral Support Plans (PSPs) are personalised intervention plans designed to support students who are returning from a fixed term suspension, or are at risk of becoming disaffected through repeated suspension, or are at risk of permanent exclusion. Targets are set for both the student and for the range of agencies involved with the young person. This process involves regular review cycle of the PSP and targets set, involving the academy and parents/carers that enables close monitoring of the student within the academy environment.

Extenuating circumstances

Sir Geoffrey Leigh Academy sets the highest standards and expectations for all staff and students to meet as they provide the framework for all that we do on a daily basis. Sir Geoffrey Leigh Academy will follow DfE, Public Health England advice and any other relevant guidance and measures to be implemented in secondary schools. We will update parents/carers and students accordingly and expect all of our community to follow the publicised guidance to keep everyone safe.

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Sir Geoffrey Leigh Academy Uniform Expectations

At Sir Geoffrey Leigh Academy we expect all students to wear full academy uniform each and every day. This is part of our students taking **responsibility** for themselves and ensuring they are taking pride in their academy uniform, and demonstrating a positive level of self **respect**. Clear expectations are stated in our Sir Geoffrey Leigh Academy Dress Code 2024/25 [Dress Code 2024/25 Appendix 7](#) . Parents should at all times support the school in ensuring their child comes fully prepared and dressed correctly every day to the academy. In addition to always wearing compulsory uniform, shirts are expected to be tucked in, skirts of a knee length, and smart attire to be worn at all times.

Sir Geoffrey Leigh Academy Banned Items

The following list shows key examples of, but not limited to:

- Illegal substances e.g. drugs/alcohol
- Cigarettes
- Lighters
- Vapes
- Fizzy/energy/sports drinks that may be high in sugar or caffeine
- Sharp objects
- Flammable items: Aerosol sprays/perfumes
- Metal combs: plastic combs instead

Drugs, weapons or other illegal items being brought onto the academy premises will result in the termination of their placement at Sir Geoffrey Leigh Academy.

The academy follows published guidance with screening, searching and confiscation [Screening, searching and confiscation](#)

Mobile Devices, ChromeBooks and Handheld Device Policy

Sir Geoffrey Leigh Academy conducts an ‘**On site Out of sight policy**’ at all times throughout the academy day. Students must ensure all mobile phones are away and not seen at any point under any circumstances. Any contact parents/carers need to make with their child during the school day will need to be made via their child’s college admin.

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If a student is found to be using their mobile phone against the policy of the academy the following sanctions will be issued without exception and all detentions will be allocated to the college centralised detention rooms.

Sanctions per Module

1st Time = M1 phone confiscated and the student is to serve a 15 minute detention at the end of the day they will receive their device back.

2nd Time = M2 phone confiscated and the student is to serve a 30 minute detention at the end of the academy day on the Friday of that week. Students will then be able to collect their phone from the main reception of the academy.

3rd Time = M3 phone confiscated student to serve a 1 hour SLT detention and parents required to collect the phone from main reception.

Accumulation of sanctions are tracked through Bromcom: Once a student has reached the M3 threshold they will remain there for the rest of the academic year and this will be logged by Admin. Any future misuse of mobile phones will result in a repeat of the M3 sanction listed above each and every time the misuse occurs. We understand that as parents you will be concerned for the safety of your child to and from the academy, and this will be a factor in the reason your child has a mobile phone. As an academy we always want to ensure our students are safe at all times but it is the responsibility of each student to ensure their phone is switched off and reminded 'out of sight' for the entire duration of the academy day. Remember, students can contact you in an emergency and vice-versa through their college admin.

Attenborough College (P16) mobile devices

Students in post 16 are allowed to access and use their mobile devices in the Attenborough College study room and in classrooms at the teachers discretion. Post 16 students should not have their devices out and visible around the academy at any point. Failure to follow these expectations will result in a confiscation of the mobile device for a period of time.

Attenborough College (P16) behaviour & conduct

Successful education is founded upon a partnership between the academy, students and parents. Sir Geoffrey Leigh Academy is committed to raising and maintaining high standards in work, behaviour and attitude. In return, all students accepted by Sir Geoffrey Leigh Academy, and their parents, are expected to give a clear undertaking to meet the

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standards required and to observe the standards, expectations and routines of Sir Geoffrey Leigh Academy.

Attenborough students commit to the following standards:

- **PUNCTUALITY** - I will arrive punctually to the academy every day, swiping in by 8.25am when my lesson begins at 9.00am or by 11.25am when my lessons begin at 11.30am, and arriving at each lesson on time. I will not leave the site until the end of my final lesson of the day.
- **ATTENDANCE** - I will ensure that I strive for 100% attendance, but to have at least 95% attendance but, should a medical or other approved appointment keep me away from the academy, I will ensure that a parent or carer notifies the Post-16 Administrator of my absence and I will work hard to catch up on missed work. I will seek permission for known absence from the Director of Post-16 in advance of the date. If I need to attend an approved appointment during the school day, I will show the Post-16 Administrator proof of the appointment, as I sign out.
- **ROLE-MODELLING** - I will ensure that my behaviour represents Post-16 and the academy positively, both on site and on the way to and from the academy, and will be respectful towards staff and seek to be helpful to other students, staff, visitors and members of the public. I will show respect for the academy environment and property and will neither bring in any tobacco, alcohol, illegal drugs, offensive weapons or any item that could cause harm to others on site nor commit criminal activity, as this will jeopardise my place. I will not maliciously interfere with academy equipment, including fire equipment, the fire alarm and IT equipment, as this will jeopardise my place.
- **ATTITUDE TO LEARNING** - I will strive for excellence in my studies, using private and/or home study lessons within the academy day productively and ensuring I undertake at least 7 hours of home study per subject per week to keep me on track to achieve or exceed my target grades. I will work hard and meet all course requirements and will complete home study tasks on time, actively engaging with remote learning.
- **DRESS CODE** - I will adhere to the academy's published dress code for Post-16 students, whenever I am on site or participating in an academy-organised trip. Failure to do so will result in students adjusting their uniform to an acceptable standard. This

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may require students to return home to change.

- **EQUALITY** - I will respect and celebrate the things that make us all different, contributing to the academy's mission as an IB World School to promote and demonstrate inclusivity, tolerance, acceptance and peace.
- A **Student Leadership Team** consisting of Attenborough students represent senior student leadership roles within the academy.

P16 Home/Academy Agreement Appendix 8

P16 Dress Code Appendix 9

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Reflection and Refocus Centre : Behaviour Intervention

A period of time in the Reflection and Refocus Centre (R&R) can occur for a range of reasons, including when an 'S4' has been issued; the Head of College or Assistant Head of College will make final decisions to place a student in the R&R. A 1 day R&R placement will also be used after a reintegration meeting following a **Fixed Term Suspension**. This is to ensure students are prepared and ready to re enter the main academy with a positive mindset. Offsite day(s) in other Leigh Academies Trust academies Reflection Rooms can also be put in place as an alternative or escalation from onsite RnR sanction, or in place of a fixed term suspension.

- SSMs or AHoCs will phone parents/carers with details and arrangements the same day.
- Parents will receive a letter from the college admin with further details outlining the reason for the S4 and the expectations of the students whilst in the R&R.
- Students will be expected to attend the R&R from 8:30am - 4:00pm
- R&R - [Code of Conduct Appendix 10](#)

Staff will be provided with enough time to ensure appropriate curriculum has been planned and students will be able to spend the period of time learning constructively using work provided on the Google classroom. Students will also engage in reflective, restorative activities. Students in the R&R will not be allowed out at break or lunch with their College but will be given alternative supervised times during the day to have refreshments.

Suspensions whether for a fixed period of time or permanent exclusion can only be issued by the Principal (or Deputy Principal) and will only be taken as a last resort. These will be issued for the following reasons.

- In response to serious or persistent breaches of the academy's Behaviour for Learning Policy
- If allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.

Following a **suspension** a Reintegration Meeting, using restorative approaches, will take place where a PSP will be issued to enable the student to reflect and be successfully readmitted back into Sir Geoffrey Leigh Academy. Prior to the meeting the SSM, AHoC or HoC will agree the PSP targets and areas of focus for the student, which are shared and agreed with the student and their parent/carer at the Reintegration Meeting. Students will also be

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encouraged to set themselves a target to be included in the post suspension report. A signed copy of the PSP will also be sent home. The student will also be required to serve a day in the R&R as their restorative justice preparation to return to their usual curriculum. The PSP targets will be reviewed two weeks after the reintegration meeting, this may involve parents, to evaluate improved behaviour, progress and any further support measures necessary, i.e. Behaviour Improvement Programme, Early Help, Counselling, or subtle coaching on right and wrong behaviour from a member of staff.

Sir Geoffrey Leigh Academy Behaviour for Learning Stages of Intervention

The aim of each stage of intervention is to enable students to move forward in a positive way and provide a network of support and interventions to ensure that every opportunity is given to students to remove the barriers to learning. It is intended to help avoid the student gaining further consequences, which could lead to a suspension or permanent exclusion. A flow diagram for the [Behaviour for Learning Stages of Intervention Appendix 1](#)

Stage 1 Behaviour for Learning Intervention – DoL//CoL, Tutor

Students are placed on a Stage 1 Intervention due to repeated S1, 2 and 3 sanctions, or through the monitoring of the student's attitude and engagement scores on their Module report. Parents will be invited to attend a Stage 1 Intervention Meeting where the DoL and / or Tutor will raise the concerns and clear targets set for a report period of two weeks. A Stage 1 Intervention Review Meeting will take place with parents/carers at the end of the Stage 1 Intervention where either of the following outcomes may occur:

1. Targets met – Stage 1 Report ends and the student is positively rewarded.
2. Targets not met – Stage 1 Report continues for a further 2 weeks followed by a further review Meeting with parents/carers, if after a further two weeks the Targets are still not met the student will move to Stage 2.

Stage 2 Behaviour for Learning Intervention – SSM

Students are placed on a Stage 2 Attitude to Learning Intervention for one of the following reasons:

1. Stage 1 Behaviour for learning intervention targets not met
2. A one off serious incident, a number of exit slips, R&R or a Fixed Term Suspension for the first time.

Parents will be invited to attend a Stage 2 Behaviour for Learning Intervention Meeting, which could also be the Reintegration Meeting following a Fixed Term Suspension, where the concerns will be raised by the SSM and clear targets set for a report period of two weeks. A Stage 2 Intervention Review Meeting will take place with parents/carers at the end of the Stage 2 Behaviour for Learning Intervention where either of the following outcomes may occur:

1. Targets met – Stage 2 Report ends and the student is positively rewarded.
2. Targets not met – Stage 2 Report continues for a further 2 weeks followed by a further review Meeting with parents/carers, if after a further two weeks the Targets are still not met the SSM will discuss the potential involvement of additional services and subsequent Stage 2 Interventions. Further Review Meetings will occur and if positive outcomes are not achieved the student will proceed to a Stage 3 Attitude to Learning Intervention and a PSP will be put in place.

Stage 3 Behaviour for Learning Intervention – Assistant Head of College

Students are placed on a Stage 3 Behaviour for Learning Intervention for one of the following reasons:

1. Stage 2 Behaviour for Learning Intervention targets are not met and there has not been a positive outcome at Stage 2
2. A one off serious incident, Internal Isolation, more than one Fixed Period Exclusion, persistent disruption.

Parents will be invited to attend a Stage 3 Behaviour for Learning Intervention Meeting, which could also be the Reintegration Meeting following a Fixed Term Suspension, where the concerns will be raised by the Assistant Head of College and clear targets set for a report period of two weeks. A Stage 3 Intervention Review Meeting will take place with parents/carers at the end of the Stage 3 Behaviour for Learning Intervention where either of the following outcomes may occur:

1. Targets met – Stage 3 Report ends and the student is positively rewarded.
2. Targets partially met – Student returns to Stage 2 for two weeks
3. Targets not met – Stage 3 Report continues for a further 2 weeks followed by a further Review Meeting with parents/carers, if after a further two weeks the targets are still not met the Assistant Head of College will discuss the potential involvement of additional services and subsequent Stage 3 Interventions. Further Review Meetings will occur and if positive outcomes are not achieved the student will proceed to a Stage 4 Behaviour for Learning Intervention and a PSP will be put in place.

Stage 4 Behaviour for Learning Intervention – Head of College

Students are placed on a Stage 4 Behaviour for Learning Intervention for one of the following reasons:

1. Stage 3 Behaviour for Learning Intervention targets are not met and there has not been a positive outcome at Stage 3.
2. A one off serious incident, persistent disruption and failure to engage with the Stage 3 Behaviour for Learning Intervention.

Parents will be invited to attend a Stage 4 Behaviour for Learning Intervention Meeting, which could also be the Reintegration Meeting following a Fixed Term Suspension, where the concerns will be raised by the Head of College and clear targets set for a report period of two weeks. A Stage 4 Intervention Review Meeting will take place with parents/carers at the end of the Stage 4 Behaviour for Learning Intervention where either of the following outcomes may occur:

1. Targets met – Stage 4 Report ends and the student returns to Stage 2 Behaviour for Learning Intervention and will report to the SSM for 1 week.
2. Targets not met – HoC Contract begins for 4 weeks followed by a further Review Meeting with parents/carers, if after four weeks the HoC Contract Targets are still not met the Principal will discuss the potential involvement of additional services, Alternative Curriculum provider and subsequent Stage 5 Behaviour for Learning Intervention.

Parents will be invited to attend a Stage 4 Behaviour for Learning Intervention Meeting to discuss an internal transfer to another College within the academy for a 6-week trial period. The Head of College will complete the necessary paperwork to complete a college move. A Stage 5 Intervention Review Meeting will take place with parents/carers at the end of the Stage 5 Attitude to Learning Intervention where either of the following outcomes may occur:

3. College transfer successful, student transfers to new College.
4. College transfer is not successful – Return to original College, Direction off Site (DoS) via the LAT Inclusion Forum, or Local Dartford Inclusion Forum for a trial period of 12 weeks, if the move is unsuccessful a place at Alternative Provision will be arranged.
5. In an extreme situation, permanent exclusion may be triggered.

References:

- Penn Resilience Programme
- Churches, R and Terry, R (2007) NLP for Teachers: How to be a highly effective teacher. Crown House Publishing Limited
- Rogers, B (2007) Behaviour Management – A Whole School Approach. Sage Publications
- Bennett, T (2021) Running The Room.
- Lemov, D (2015) Teach Like A Champion 2.0
- Behaviour in Schools Advice for Headteachers and school staff.
 - [DfE Behaviour in Schools 2024](#)

Last Review January 2025. Next review January 2026

Respect - Resilience - Responsibility

Open minded Risk-taker Knowledgeable Balanced Caring Reflective Principled Thinkers Communicators Inquirers