

Leigh Academy Hugh Christie Behaviour Policy

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Education for a better world

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Introduction

The Leigh Academy Trust aims to ensure that all children within our academies gain a first-rate education. To establish this staff and students at the Academy have to work together to promote and maintain an environment which emphasises positive behaviour. Behaviour management is an integral part of the whole academy curriculum which teaches appropriate and relevant social skills to all students. Our behaviour policy is written in line with the Trust values: We care, we have boundless ambition, we work together, we keep getting better.

Our Aim

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, disruption free and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Ensure that all our students, regardless of race, gender, sexuality, perceived ability, age, appearances or disability are equipped with key skills they need to continue to progress to the best of their ability in all areas of life.

This behaviour policy starts with high expectations of attendance, attitudes to learning, co-operation and respect. students are expected to have pride in their appearance and conduct

Legislation, statutory requirements and statutory guidance:

The guidance is at times specific to ensure consistency. However, educators may also use their professional discretion and common sense in light of the complexity of behaviour management. This allows educators to take into consideration the range of different needs that individual young people have, but also ensures high expectations are upheld at Leigh Academy Hugh Christie (LAHC).

Our academy behaviour policy is written in line with the following areas of legislation and guidance and is based on advice from the Department for Education (DfE):

- [Behaviour and discipline in schools 2023](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)

- [Keeping children safe in Education 2023](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- [Use of reasonable force](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [DfE guidance](#)

The Academy, Students and Home all working together

Academy & Staff

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

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

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

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

Students

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

'Behaviour in schools' Sept 2022)

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

Parent/Carers

'Parents/Carers have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them'. (DfE 'Behaviour in schools' Sept 2022) Parents/carers play a significant part in ensuring that their child is responsible for their own behaviour both in and when travelling to and from the academy. We ask all parents/carers to read the Home-Academy Agreement to indicate that they will respect and support the Academy's behaviour policy and the authority of the Academy staff.

We believe that to ensure the best possible outcome for our students we have to all be working together for the best of the students. With the above in mind we have below published the LAHC Home-Academy Agreement for 2025-26.

LAHC Home-Academy Agreement 2025-2026

At Leigh Academy Hugh Christie, we are dedicated to ensuring that our Academy environment supports the learning and wellbeing of all students and staff. We recognise and value the partnership between school, parents/carers and students for students to become independent, successful and positive contributors to their community and society.

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

Leigh Academy Hugh Christie agrees to:

- Provide every student with a broad, balanced education that maximises potential and encourages high aspirations
- Provide academic and vocational programmes of study that meet the needs of all learners
- Build personal attributes in every student in line with our core values of being Ready, Respectful and Responsible.
- Provide high quality pastoral support to every student
- Provide every student with an Advisor who will be the first port of call for parents/carers
- Challenge, support and encourage every student so they can become the best they can be
- Provide every student with social, moral and spiritual education opportunities (including Religious, Relationships, Sex and Health Education)
- Provide opportunities to learn about British Values and become Internationally-minded
- Develop a range of enrichment and extracurricular activities
- Provide a secure, stimulating and disruption free environment

- Provide regular home/independent learning opportunities
- Provide access to emotional support through our Wellbeing team
- Provide students with academic feedback and opportunities for reflection
- Provide students with a Record of Progress folder in all their subjects to retain core assessments and allow them to see their progress over time
- Provide parents/carers with progress reports
- Offer at least one parents/carers' evening each year
- Communicate with parents/carers to discuss any difficulties or concerns that may arise
- Ensure the safety of staff and students, where necessary, by involving external agencies
- Act swiftly and fully investigate any reports of bullying or discrimination and take necessary action

As a parent/carer I agree to:

- Fully support and work with the Academy to encourage a positive attitude to education
- Support and model the Academy's high expectations with a no excuses philosophy, prompting my child to take responsibility for their own learning and actions and teaching them to accept the consequences when they fail to do so.
- Support the Academy policy regarding detentions, suspensions and exclusions. Understand that the Academy reserves the right to set detentions on the same day and communicate with the Academy clearly if there is a valid reason a detention needs to be rearranged.
- Treat all Academy staff with respect and courtesy, accepting that they are professionals whose judgement should be trusted. Promise to work with the Academy in a gracious manner should you feel there is a concern that you wish to raise and trust the Senior Leadership Team to resolve this with you
- Encourage excellent attendance (96%+) and punctuality; informing the Academy on any day that my child is unable to attend or will be late
- Avoid family holidays during Academy term time.
- Make time to discuss and listen to my child about any home learning and recognise effort and progress my child has made
- Attend any parents/carers evenings and relevant academy events in which my child is involved; including any meetings that are requested by the Academy
- Inform the Academy if there are any factors which may affect my child's performance
- Fully support the Academy policies; including the Behaviour Policy and any sanctions that are implemented if and when required
- Ensure my child has the correct uniform and equipment (including fully charged Chromebook, pencil case and its contents, correct footwear and correct PE kit)
- Pay for the repair or replacement of any damage caused by my child (including lost books, deliberate chromebook damage, equipment or damage to property)
- Support my child in full-time education or training to the age of 18
- Support the Academy policy on *Acceptable Use of Academy Technology*; including the computers or fire safety equipment
- My child using sharp instruments in practical lessons; such as technology, food technology, science and Art
- Support any interventions that are put in by the Academy (including external agencies) where required
- Take full responsibility for my child's appropriate use of technology including social media
- Download and regularly use the My Child at School (MCAS) app to ensure you are aware key information coming from the school such as positive / negative incidents, attendance, detentions, key notifications

As a Leigh Academy Hugh Christie student I agree to:

- Follow 3Rs of being **Ready** for my learning, being **Responsible** for my behaviour and learning and being **Respectful** to everyone and everything in the academy.
- Treat all members of the Academy community with understanding and respect
- Attend and be punctual to all lessons, including Advisory
- Remain on site during Academy hours
- Try my best and meet all course requirements, including home learning tasks
- Wear the full and correct Academy uniform
- Bring the correct equipment
- Follow the Academy expectations and behave responsibly at all times (including to and from the Academy and any other time whilst representing the Academy)
- Keep my mobile phone at the bottom of my school bag and switched off when on site
- Follow and complete any sanction(s) if and when required
- Not bring in any prohibited items as detailed in the Behaviour Policy into the Academy as this will result in confiscation and a sanction
- Not bring in any tobacco, vapes, alcohol, illegal drugs or offensive weapons (real or replica) into the Academy as this may jeopardise my place
- Not maliciously interfere with Academy equipment; including the computers, chromebooks or fire safety equipment as this may jeopardise my place
- Not misuse ICT devices, chromebooks, systems or services as this will result in loss of access to technology in school or a more serious sanction; such as a Fixed-Term Suspension or Permanent Exclusion
- Behave responsibly online including the use of learning platforms and social media

By sending your child to LAHC you are agreeing to our behaviour policy and the Home-Academy agreement.

Core Principles

Our three core principles at Leigh Academy Hugh Christie are:

The 3Rs:

Be **READY**

Be **RESPECTFUL**

Be **RESPONSIBLE**

This includes but is not limited to:

Be READY to have a successful day at school by

- Attending every day on time.
- Being open to acquiring new ideas and knowledge.
- Coming prepared by bringing the correct equipment and anything else you may need for the day.
- Wearing the correct uniform.

Be RESPECTFUL to yourself, to everyone and to everything in our school community

- Being KIND to everyone and everything.
- Being POLITE in the way you speak.
- Refusing to discriminate and accepting people for who they are.
- Following the STEPS and STAR routines.

Be RESPONSIBLE for your learning and behaviour by

- Following the instructions of any member of staff. First Time, Every Time.
- Moving around the school Quickly, Calmly and Directly.
- Following the STEPS and STAR routines.

Following Instructions

At Leigh Academy Hugh Christie, we have a clear and consistent approach to following instructions.

Students at Leigh Academy Hugh Christie are expected to follow the instructions of any adult – First Time. Every Time.

Classrooms

At Leigh Academy Hugh Christie, to support students to consistently follow the 3Rs we have introduced the following classroom routines. STAR Behaviours, STEPS, Use of a Chromebook, Entry and Exit Routines

STAR Behaviours

In class we expect students to exhibit STAR behaviour



The poster features a dark blue header with the Leigh Academy Hugh Christie logo. Below the header is a dark blue bar with the text 'In class behaviour - STAR'. The main content area is white with a light blue star pattern. The word 'STAR' is written vertically in large, bold, blue letters. To the right of each letter is a definition: 'S' for 'Sit up', 'T' for 'Tracking the teacher with your eyes (actively listening)', 'A' for 'Attention from your teacher by 'hands up' and waiting', and 'R' for 'Respect through being silent (the default level of noise in a classroom)'.

Leigh Academy
Hugh Christie

In class behaviour - STAR

S Sit up

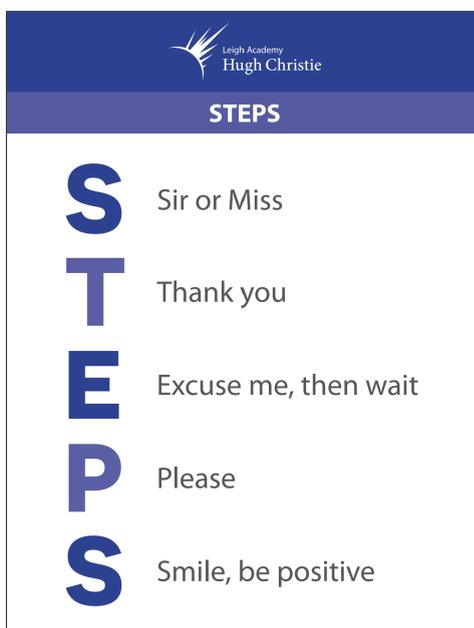
T **Tracking** the teacher with your eyes (actively listening)

A **Attention** from your teacher by 'hands up' and waiting

R **Respect** through being silent (the default level of noise in a classroom)

STEPS

In all areas of the school we expect the whole school community to follow STEPS



The poster features a dark blue header with the Leigh Academy Hugh Christie logo. Below the header is a dark blue bar with the text 'STEPS'. The main content area is white. The word 'STEPS' is written vertically in large, bold, blue letters. To the right of each letter is a definition: 'S' for 'Sir or Miss', 'T' for 'Thank you', 'E' for 'Excuse me, then wait', 'P' for 'Please', and 'S' for 'Smile, be positive'.

Leigh Academy
Hugh Christie

STEPS

S Sir or Miss

T Thank you

E Excuse me, then wait

P Please

S Smile, be positive

Chromebook use



Student Chromebook Expectations

Students will:

- Arrive at the academy with a fully charged Chromebook each day.
- Enter each classroom in a calm manner and unpack their Chromebook, logging into the relevant Google Classroom to access the resources for the lesson.
- Embrace our values, modelling the traits of an excellent digital citizen.
- Only use their Chromebook for learning and when instructed to do so (MODE 1).
- Ensure that when the teacher is providing direct instruction or others are presenting, Chromebooks not be accessed (MODE 2).
- Take ownership of their device and responsibility for its maintenance.
- Fully utilise Google Classroom with the resources provided by staff, including home learning tasks.
- Abide by academic honesty expectations, ensuring all work is their own.

MODE 1	MODE 2
 <p>Device is used to access resources and complete tasks set. e.g. reading slides, completing an assignment</p>	 <p>Device not to be used and the top to be closed halfway down. e.g. staff are providing direct instruction or others are presenting</p>

The Chromebook expectations support our digital strategy to enhance the learning and progress students make as they journey through the curriculum, supplementing their learning through the development of their digital skills and digital literacy.

Ready | Respectful | Responsible

Classroom Entry / Exit Routine

At Leigh Academy Hugh Christie, students are expected to follow the following classroom entry / exit routine to enable a smooth start and finish to every lesson



How to enter the classroom



- 1 Line up outside your classroom** (quietly, sensibly, single file). 
- 2 Enter the classroom** when your teacher says, in silence (this is the default level of noise). 
- 3 Hand out the books.** 
- 4 Find your seats and get all equipment out** (including your Chromebook). 
- 5 Start the 'Do now' activity.** 

Students should then exit the classroom using this consistent routine

The infographic is titled "How to exit the classroom" and is set against a dark blue header with the Leigh Academy Hugh Christie logo on the left and the LEIGH Academies Trust logo on the right. Below the header are four light blue rounded rectangular boxes, each containing a numbered step, a brief instruction, and a small icon. Step 1: "1 Pack away all equipment and neatly pile up books at the end of your row (when requested)." with a backpack icon. Step 2: "2 Stand behind your desks (silently)." with a chair icon. Step 3: "3 You will be dismissed row by row." with a clock icon. Step 4: "4 Go Quickly, Calmly and Directly to your next lesson (without waiting for others)." with a right-pointing arrow icon.

Movement Around the School

We expect students to move around the school Quickly, Calmly and Directly.

Students should follow the one way system during lesson changeover times and should not at any point (apart from during a fire drill) use the fire exits.

Reasonable Adjustments

In some circumstances we understand that reasonable adjustments may need to be considered across our reward and sanctions.

Uniform and Equipment

Students are expected to attend the Academy each day in full correct uniform and with the correct equipment. A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and a sense of respect. The academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The academy has a strict uniform policy which helps to enhance the purposeful and successful climate of the academy. Our uniform policy demands professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The academy Uniform and Equipment Policy also creates a unity of spirit where there is no distinction between students in terms of wealth or background and supports our belief that personal appearance does affect standards of behaviour and therefore academic performance.

<u>Daily Uniform</u>	
<u>Acceptable</u>	<u>Not Acceptable</u>
<p><u>Blazer (compulsory item from Monkhouse)</u></p> <ul style="list-style-type: none"> ● Navy Leigh Academy Hugh Christie blazer ● Worn at all times when in the school building ● Removed in lesson with permission from staff ● Pin Badge denoting the colour of college 	<p><u>Blazer</u></p> <ul style="list-style-type: none"> ● No blazer ● Non-regulation blazer ● Rolled up Sleeves
<p><u>Shirt / blouse</u></p> <ul style="list-style-type: none"> ● Plain blue shirt with a tie ● Plain blue Leigh Academy Hugh Christie blouse ● Must be tucked in 	<p><u>Shirt / blouse</u></p> <ul style="list-style-type: none"> ● Untucked shirt / blouse ● Shirts worn without a tie
<p><u>Tie (compulsory item from Monkhouse)</u></p> <ul style="list-style-type: none"> ● Leigh Academy Hugh Christie Tie ● Colour to match your college ● To be worn with LAHC shirts 	<p><u>Tie</u></p> <ul style="list-style-type: none"> ● No tie ● Non-regulation tie ● Tie tucked in to shirt
<p><u>Jumper / Cardigan (not compulsory)</u></p> <ul style="list-style-type: none"> ● Leigh Academy Hugh Christie Jumper or Cardigan 	<p><u>Jumper / Cardigan</u></p> <ul style="list-style-type: none"> ● Fleece / Hooded Top ● Tied up behind your back or draped over shoulders ● Round neck jumper ● Branded jumper or cardigan ● Jumpers that are tied up ● Not to be worn instead of a blazer
<p><u>Trousers</u></p> <ul style="list-style-type: none"> ● Plain Black ● Tailored ● Full Length ● Any belts must be plain black leather with a plain buckle 	<p><u>Trousers</u></p> <ul style="list-style-type: none"> ● Fashion trousers (e.g. denim, jeans, corduroy, hipsters, flares, wide bottoms, bootlegs, skinny trousers, lycra, leggings) ● Embellishments e.g gold zips / studs / trimmings ● Belts of fabrics other than leather effect ● Embellished belt e.g logos or designer buckles or non black belts ● Shorts

<p><u>Skirt</u></p> <ul style="list-style-type: none"> ● Plain Navy Pleated Skirt ● Skirts must not be rolled up ● Skirts must be of appropriate length (knee length) 	<p><u>Skirt</u></p> <ul style="list-style-type: none"> ● Non-pleated or pencil skirts ● Alternative pleats e.g. box / accordion pleat ● Skirt with split ● Non-navy skirts ● Rolled up skirts ● Skirt pulled up higher than waist ● Skirt that are tied up
<p><u>Socks / Tights</u></p> <ul style="list-style-type: none"> ● Plain black socks normal length socks ● Plain black tights may be worn 	<p><u>Socks / Tights</u></p> <ul style="list-style-type: none"> ● Socks/tights of any other colour ● Sports / trainers socks ● Patterned socks or tights ● Mid Calf / Knee high / over knee socks ● Socks with bow ● Stockings ● Ankle socks pulled up
<p><u>Shoes</u></p> <ul style="list-style-type: none"> ● Plain black leather, business-like shoes (any laces must be black) 	<p><u>Shoes</u></p> <ul style="list-style-type: none"> ● Shoes with large decorative embellishments e.g. big gold decorative buckles or large decorative bows ● Boots / Shoes with reinforced toecaps ● Open toes shoes / sandals / flip flops/Boots above the ankle ● Brightly coloured laces ● Canvas / fabric / suede shoes ● High heels ● No trainers / converse or trainer style shoe of any kind ● The academy will reserve the right to decide what represents a trainer, even when the retailer has marketed the shoe as suitable for school
<p><u>Coat</u></p> <ul style="list-style-type: none"> ● Dark coloured, waterproof coat (e.g. black, grey, brown, navy blue) ● Coats to be worn outside the school building and removed when inside the school building 	<p><u>Coat</u></p> <ul style="list-style-type: none"> ● Sports jackets including those with stripes / logos ● Hooded top ● Bodywarmers / sleeveless coats ● No bright colours or patterns like red, pink, white, camouflage ● Coats worn inside the school building

<p><u>Bags</u></p> <ul style="list-style-type: none"> ● Dark coloured bag ● Name marked inside ● Large enough to fit all equipment (Including PE Kit) ● Chromebook case 	<p><u>Bags</u></p> <ul style="list-style-type: none"> ● Bright coloured bags ● Embellishments e.g. pom poms, brightly coloured tags, badges, keyrings ● Graffiti on bags
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Overview of PE kit requirements

- *Blue academy polo shirt.*
- *Blue academy hoodie or rugby shirt.*
- *Plain black or blue tracksuit bottoms / training leggings / trackpants or plain blue academy shorts / skort (Girls are not required to wear a skort).*
- *Blue sports / football socks.*
- *Trainers*
- *Astro-turf/Football boots with moulded studs*
- *PE bag*

<u>PE Kit</u>	
<u>Acceptable</u>	<u>Not Acceptable</u>
<p><u>T Shirt (compulsory item from Monkhouse)</u></p> <ul style="list-style-type: none"> ● Blue Leigh Academy Hugh Christie Sports Polo Shirt 	<p><u>T Shirt</u></p> <ul style="list-style-type: none"> ● Any other t-shirt
<p><u>Jumper (optional item from Monkhouse)</u></p> <ul style="list-style-type: none"> ● Blue Leigh Academy Hugh Christie Sports Top (rugby style top) with logo or Blue Leigh Academy Hugh Christie hoodie with logo 	<p><u>Jumper</u></p> <ul style="list-style-type: none"> ● Non-regulation jumper / rugby shirt ● Any alternative outer layers including coats
<p><u>Shorts / Skorts compulsory item from Monkhouse)</u></p> <ul style="list-style-type: none"> ● Plain blue academy shorts or plain blue academy skort 	<p><u>Shorts / Skorts</u></p> <ul style="list-style-type: none"> ● Any colour other than blue ● Shorter than mid-thigh ● Fitted / skin tight / lycra material ● Other sports 'skirts' e.g. netball skirt

<ul style="list-style-type: none"> Both must pass the midpoint of the thigh 	
<p><u>Socks (compulsory item from Monkhouse)</u></p> <ul style="list-style-type: none"> Dark blue football / sports socks 	<p><u>Socks</u></p> <ul style="list-style-type: none"> Any other colour sport sock No socks
<p><u>Trainers</u></p> <ul style="list-style-type: none"> Running trainers or Astroturf shoes (non-marking soles) Football boots when requested 	<p><u>Trainers</u></p> <ul style="list-style-type: none"> Impractical 'fashion' sport footwear (e.g Converse) Skate shoes Plimsolls Fluorescent / brightly coloured laces

<p><u>PE Bag</u></p> <ul style="list-style-type: none"> Plain black/blue PE bag (e.g. swim or drawstring bag) 	<p><u>PE Bag</u></p> <ul style="list-style-type: none"> Any large sports bag/holdall Bags with bright colours or logos
<p><u>Extras</u></p> <p>Optional unless specified by PE staff for games</p> <p>Acceptable:</p> <ul style="list-style-type: none"> A plain black base layer to be worn under the blue polo shirt during cold weather Hairband – all long hair must be tied up during all PE lessons Water bottle – highly recommended Shin pads Gum shield 	<p><u>Extras</u></p> <p>N/A</p>

<u>Appearance</u>	
<u>Acceptable</u>	<u>Not Acceptable</u>
<p><u>Make Up</u></p> <ul style="list-style-type: none"> ● Students may wear subtle, natural looking makeup (which must not be excessive) ● Clear nail varnish 	<p><u>Make Up</u></p> <ul style="list-style-type: none"> ● Tinted Moisturiser ● Lip glosses ● Tinted / Pencilled eyebrows ● Nail varnish that is coloured ● French manicured nails ● Nail length that is excessive ● Nail extensions / any form of fake nails ● False eyelashes / extensions ● Fake Tan ● Henna tattoos <p>The academy reserves the right to deem if make up is excessive or nail length is excessive due to health and safety concerns</p>
<p><u>Jewellery</u></p> <ul style="list-style-type: none"> ● One single pair of studded earrings ● Wristwatch (not a smart watch) ● No other jewellery is permitted 	<p><u>Jewellery</u></p> <ul style="list-style-type: none"> ● More than one pair of earrings ● Piercings of any other kind (including facial, nose, mouth etc) ● No clear / retainer piercings ● Smart watches of any kind ● Necklaces, chains, bracelets ● Rings
<p><u>Hair</u></p> <ul style="list-style-type: none"> ● Conventional Style ● Natural hair colours only ● Hair must be tied up upon request for all practical lessons ● Plain hair bands only 	<p><u>Hair</u></p> <ul style="list-style-type: none"> ● Tram-lines or patterns or excessive parts of the head shaves ● Non plain hairbands only e.g. no bows, bright colours, decorative embellishments like pearls ● Unnatural colours / ombre style ● Hair extensions ● 'barcodes' in eyebrows ● Extremes of styles – The academy reserves the right to decide what is an extreme hairstyle but invites students and parents/carers to ask in advance if they need guidance

<p><u>Accessories</u></p> <ul style="list-style-type: none"> ● Winter hats and gloves 	<p><u>Accessories</u></p> <ul style="list-style-type: none"> ● Sunglasses ● Baseball Caps ● Winter hats and gloves to be removed in the building
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<u>Equipment</u>	
<p><u>Compulsory</u></p> <ul style="list-style-type: none"> ● Fully charged Chromebook ● Pencil case ● 3x black or blue writing pens ● 3x HB pencils ● 1x green pen ● 2 x whiteboard pens ● Rubber ● Pencil Sharpener ● 30cm ruler ● Compass ● Protractor ● Scientific calculator (e.g. Casio FX 85GTX) ● Reading book (may be borrowed from the library) ● Water bottle (labelled) ● All exercise books / folders / textbooks required for the day ● PE kit if required ● Any other reasonable things required for lessons (e.g. ingredients in food etc) 	<p><u>Recommended</u></p> <ul style="list-style-type: none"> ● Coloured pencils ● Scissors (safe for school) ● Glue ● Highlighters ● Chromebook carry case

Uniform and (basic) equipment checks will happen during College Community Time (CCT) or Advisory each morning. Subject specific equipment will be checked during lessons (as required). Any infringements on this will lead to the ready card being signed.

Students without the correct uniform or (basic) equipment will be directed to the Ready to Learn room. Here they will be able to correct these issues e.g. by taking a pen / pencil / ruler, or borrowing a blazer, tie, shoes etc (which must be returned). Parents/Carers will be contacted for uniform issues and asked to bring in the correct uniform as soon as possible.

Students receiving a 3rd signature on their ready card in a module for Uniform / Equipment issues will be issued a Daily Detention.

For issues that are unable to be corrected at this point it is likely that the students will be placed in SIS until the issue is resolved.

Students refusing to engage in the Ready for School room will be taken to SIS.

The school reserves the right to escalate these sanctions for repeated breaches of this.

Please note that notes for exemptions to the uniform policy will only be valid and agreed by the school upon receipt of appropriate medical evidence

<u>Uniform / Equipment Issue</u>	<u>Outcome</u>
Equipment Issues identified in College Community Time / Advisory	Equipment borrowed from Ready for School room and Ready Card signed
Equipment Issues identified by class teacher	Equipment borrowed (if possible) in lesson and Ready Card signed
Correctable Uniform Issues	Ready Card signed Uniform borrowed from Ready to Learn room
Un-correctable uniform issues	Student will likely taken to SIS until the uniform is corrected
Refusal to engage in Ready for School room	Students taken to SIS
Uncharged (or no) Chromebook	Daily Detention

Arrival and Exit to and from school

Students should remember that they are representing the LAHC community whilst they are travelling to and from the academy and whilst they are wearing our uniform. We ask all students to represent the school well in our local community by applying the 3R's (Ready, Respectful and Responsible) at all times (including their journey to and from school).

Arrival

Students may arrive on the School site from 8am (and should arrive no later than 8:25am). When students arrive they should enter the school through one of three entrances.

KS3 (Year 7-9) should enter through the doors to the main school assembly hall.

KS4 (Year 10-11) should go into The Space through the double doors.

Sixth Form should enter via main reception.

At 8:25am students will transition into College Community Time (CCT) where they will have time with their advisor and college teams each day before going to Advisory.

Exit

Students should use one of two exits to leave the school buildings. The door into the staff car park (for students using a bus or needing to access the bike sheds). Or the exit in the canteen for all other students. Students should not be exiting via other exits (including Fire Exits). Students should not be waiting on site after the day has finished unless they are with a member of staff (e.g. Sports fixtures, revision, detentions etc)

As above students should remember that they are representing the LAHC at all times and we ask they leave the school site and surrounding areas quickly, calmly and directly and ensure they follow the 3R's

Rewards

At LAHC we want to make sure that we foster a positive first approach to student behaviour. To do this we have a very strong reward system which allows students to gain rewards through many different ways each day whilst at school.

Students will be issued with Merit Points aligned with the the IB learner profiles

IB profiles	Examples of behaviours to reward based upon the IB profile
Knowledgeable	Getting an answer correct/marks in tests
Risk-taker	Trying harder tasks
Reflective	Good improvements to work
Caring	Supporting other students
Communicator	Answering questions/reading aloud Explaining work well
Principled	Following rules/supporting others to follow rules
Balanced	Consistent effort across a range of subjects/ provides a well rounded response to work improvements
Thinker	Completing additional work beyond expectations
Open-minded	Trying new things/working with different students/attending after school clubs
Inquirer	Asking thought provoking questions in lessons-full completion of homework

Reward Certificates

Over the course of the year Students can collect reward certificates for the amount of merit points they earn in each IB category. Bronze (5), Silver (10), Gold (15), Platinum (30), Diamond (50).

Additionally, each module students can earn reward certificates for the total merit points earned each module. Bronze – Advisor (25), Silver - HOP (50), Gold – HOC (75) , Platinum – DP (125), Diamond – Principal (150)

Reward Badges

Students can earn reward badges (to be worn on their blazer) in a variety of ways. They will receive a IB badge when they achieve Gold in a specific profile. They will also receive a Merit Point badge for achieving the Gold award in each module.

College teams will also award badges from the HOP, AHOC and HOC each module. These can be issued for a variety of things such as going above and beyond, making great progress, representing the school well, overcoming difficult challenges etc

Departments will also give out badges for each module. Examples of why a department are giving badges out include students who are excelling in their subject, trying extremely hard, making great improvements, helping out within the department etc

100% attendance

The easiest way possible to earn merit points is by simply being in school. For each week that a student has 100% attendance they will be issued with 5 merit points.

Unsung Hero

We want to reward those students who come to school and do the right things every day. To us these students are Unsung Heroes. To be an Unsung Hero for the week students simply need to attend each day, have zero negative points and earn 10 merit points (which include the 5 for 100% attendance that week).

Every Monday in College Community Time each College will award 3 unsung heroes (randomly drawn) a 'Queue Jump' pass for the canteen that will be valid for the entire week.

Hot Chocolate Friday

Every week staff will nominate students for 'Hot Chocolate Friday' with the Principal. Staff will nominate students who consistently follow the 3Rs and/or have gone above and beyond. Five students will be randomly selected to enjoy a Hot Chocolate with the Principal. Anyone with a Hot Chocolate Friday nomination will also receive a bonus 5 Merit Points. Parents/carers will be notified if their child has received a HCF nomination and students will be given a letter outlining who the nomination was from and what it was for.

Post Cards / Praise Calls

Students have the opportunity to receive a Postcard home from Departments / College teams as well as Praise phone calls home.

Verbal Praise

We believe that the most valuable form of reward is simply taking the time to acknowledge a student doing well. We regularly use verbal praise as a reward at Leigh Academy Hugh Christie.

Reward assemblies

Positive praise and messages will happen daily during College community time. Additionally bi-modularly each college will have a reward assembly where we can celebrate the success of students in the college teams

College Cups

Each college will compete for College Cups in Attendance, Conduct and Commitment to Learning. This will be given out and awarded to each college over the course of the year

League of Excellence

To help celebrate the success of our students there will be a League of Excellence board displaying the top merit point earners (individual, within advisory groups and within colleges) as well as celebrating those that have improved the most

Reward Trips

There will be a reward trip at the end of Module 2,4 and 6

Each week if you are an 'Unsung Hero' you will get a virtual raffle ticket. A draw will be held before each trip to select the students going on the trip. The more times you are an unsung hero, the more chance you have of being on the trip. This also means that students that have a 'bad week or two' are not excluded from the trip as each week is a fresh opportunity for them to be an unsung hero.

Misbehaviour and Sanctions

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Types of sanction

The following is a non-exhaustive list of the types of sanction in place at LAHC

- Removal from classroom
- Detention
 - Daily – every lunch time
 - College – After school (until 4pm) Tuesday and Thursday
 - SLT – After school Friday (until 4:30pm)
- Silent Independent Study Room (SIS)
- External Isolation
- Fixed term suspension
- Loss of privileges (e.g. clubs, sports fixture, trips)
- Permanent Exclusion

All sanctions will be enforced by Academy leadership and college teams in line with the Attitudes to Learning Ladder.

Classroom Conduct – Corrections system

To eliminate all low level disruption and challenging behaviours that may occur in lessons, classroom corrections are issued consistently by all staff to students.

If Students are making poor choices by disrupting the lesson (such as not following STEPS or STAR behaviours), or failing to work to their full potential they will receive their first correction (with a name on the board)

If their behaviour / work does not improve they will receive their second correction (with a tick next to their name)

If this continues then the student will be issued their third correction and removed from the classroom to an exit room.

Correction Ladder	Consequence	Examples of Offences
1st Correction	<ul style="list-style-type: none"> Name on board - Reminder issued that, if repeated, a 2nd correction will be issued 	<ul style="list-style-type: none"> Not following STEPS Not following STAR Behaviour's Not working to full potential Not following instructions first time Distracted by chromebook



2nd Correction	<ul style="list-style-type: none"> Name on board (with a tick) Negative behavior point Recorded on Bromcom 	<ul style="list-style-type: none"> Not following STEPS Not following STAR Behaviour's Not working to full potential Not following instructions first time Distracted by Chromebook Continuing behaviour that led to first correction
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3rd Correction	<ul style="list-style-type: none"> Removed from lesson Negative behaviour point 'On Call' called Removed to exit room for remainder of that lesson 30 minute Daily Detention Recorded on Bromcom Phone call home where necessary 	<ul style="list-style-type: none"> Not following STEPS Not following STAR Behaviour's Not working to full potential Not following instructions first time Distracted by Chromebook Continuing behaviour that led to first / second corrections
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Refusal to go to exit room (or failure of exit room)	<ul style="list-style-type: none"> ● Taken to SIS for rest of the day (until 3pm) ● College Detention issued (Tue or Thurs until 4pm) 	<ul style="list-style-type: none"> ● Refused to leave class or go to send out room ● Failed exit room due to poor behaviour / lack of engagement
Serious Incident (in and out of lesson)	<ul style="list-style-type: none"> ● 'On Call' Patrol called to support ● Investigation and make appropriate referral for further sanction e.g College / SLT detention, SIS, Suspension etc ● Phone call home / meeting with parent if required 	<ul style="list-style-type: none"> ● Failure of SIS ● Verbal abuse of Staff / students ● Physical abuse of staff / students ● Carrying banned items ● Intimidating behaviour towards a member of our school community ● Bringing the academy into disrepute

Intentional Chromebook damage

The Leigh Academy Hugh Christie 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 an appropriate sanction in line with the academy's Behaviour Policy.

It is important to note that in the event of deliberate/malicious damage parents/carers will be charged with the cost of the repair or the cost of the device.

Intentional Lateness and Truancy

Intentional Lateness is when a student is not in their timetabled lesson, without a good reason, as determined by the class teacher for that lesson.

Any student out of lesson after 5 minutes from the previous bell, without a note from a staff member, will be deemed to be intentionally late. Reasonable adjustments will be made where applicable, e.g. ongoing medical and/or health reasons.

If students are deemed to be intentionally late, they will be logged with a late to lesson mark. The first late to lesson mark will be a warning for the student. For each additional late to lesson mark

within a 5 day period (Mon-Fri), students will be set detention

2 x Late to lesson marks = 30min College detention (Tue / Thursday afterschool)

3 x Late to lesson marks = 1 hour College detention (Tue / Thursday afterschool)

4 or more Late to lesson marks = 1 hour 30 SLT detention (Friday afterschool)

If a student fails to attend a Friday SLT detention they will be booked into SIS for a full day which will end 1 hour after the end of the normal school day

Truancy

If a child is not in their lesson within 10 minutes of the previous bell they will be deemed to be truanting (unless they have a good reason and a note from a member of staff). If a child is truanting they will be taken to the exit room. As a sanction they will be set a SLT detention (Friday). If another Truancy event happens within the same week then the student will be booked into SIS for a full day which will end 1 hour after the end of the normal school day

Late to school

Students should arrive at the school grounds by 8:25am to allow them to reach their Advisory / College Community time by 8:30am.

If you are aware that your child may be late to school due to circumstances out of their control, please contact the college team of your child (either angelou@hughchristie.latrust.org.uk, attenborough@hughchristie.latrust.org.uk, coe@hughchristie.latrust.org.uk or turing@hughchristie.latrust.org.uk) before 8:30am to inform the academy of the late issue.

Any student who arrives at the academy after 8:30am must report to reception (this includes students arriving at break / lunch time). In exceptional circumstances (e.g. medical appointments, bus issues etc), a note will be provided to students for their lateness which will not result in any further action.

If a student is late without a valid reason, as determined by the academy, a late mark will be logged in line with the intentional lateness process detailed above, including the same sanction process.

Students out of lessons

Students should not be out of lessons for any reason. This is because if they are not in the lesson, then they are not learning. Should a child need to be out of lesson for any reason (e.g. they have a medical appointment, careers interview, need the toilet, meeting with their SSM) then a member of staff would be called to escort the students to and from the relevant place.

Mobile phones

The use of mobile phones is banned on the school site. Any student who brings their mobile phone to school, must make sure that it is switched off and stored away safely in the bottom of their bag at all times.

‘On Site. Out of Sight’

Mobile phones will be confiscated if seen.

Confiscated mobile phones can be collected by students at the end of the day.

This also covers the use of other electronic devices such as Smart Watches and Air Pods which are being used in conjunction with a phone.

The academy reserves the right to put in place additional sanctions related to this for persistent breach of this aspect of the policy

Stage Process

In order to support students to meet the expectations of disruption free learning, a stage system operates at Leigh Academy Hugh Christie. The purpose of each stage is to closely monitor the behaviour of a student, provide targets to improve their behaviour and to offer support to help remove barriers to help support a student in meeting the expectation of disruption free learning. There are three stages that operate at Leigh Academy Hugh Christie, each stage lasts 6 weeks but can be adjusted as deemed fit by the academy. Stage 1, stage 2, stage 3 and Intensive Behaviour Support Plan (IBSP). Stage 1 is overseen by the Student Support Managers (SSMs), stage 2 is overseen by the Head of Pastoral (HoP) and stage 3 is overseen by the Assistant Head of College (AHOC) and the IBSP is overseen by the Head of College (HOC).

If a student is placed on stage report, they will fail that stage if they do not meet the targets set for them by the staff member overseeing the stage. If a student fails stage 1 they will receive 2 full days in SIS (including the additional hour after school on each day) and will be moved onto stage 2. If a student fails stage 2, they will receive 3 days in external isolation and move onto stage 3. When a student starts stage 3 they and their parent/carer will need to sign a direction off sight (DOS) form which will be held on file but not submitted unless stage 3 fails. If stage 3 fails the student will go onto a direction off site to another school. If the direction off site fails, then the student will return to LAHC and will go onto IBSP. If the IBSP fails, then the student would be at a risk of permanent exclusion from LAHC.

If a student is on any stage and they are successful they will move onto the stage below (e.g. stage 3 down to stage 2). If a student passes stage 1 they will no longer be on the stage system.

Prohibited items

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

- Alcohol, drugs or drug paraphernalia
- Cigarettes, vapes of any kind, matches or lighters

- Chewing gum
- Aerosols
- Weapons of any kind (real or imitation, including water pistols and other replica/toy weapons)
- Material that is inappropriate or illegal for children to have; such as racist, homophobic or pornographic material
- High energy or fizzy drinks
- Stolen Items
- Laser Pens
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- No student may sell items on the Academy site

Serious Incident Consequences

College teams will investigate any serious incidents and respond in line with the policy governing behaviour and exclusions. Serious incidents are likely to result in either College / SLT detentions, SIS, external isolation, fixed term suspension or permanent exclusions, depending on the context and nature of the event. The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion in line with the code of conduct and behaviour policies.

- Use of device to record/ film/ distribute footage of academy linked events
- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substance
- Bullying or other harmful behaviour
- Peer on Peer Abuse
- Inappropriate or harmful sexualised behaviours
- Sexual Harrassment and sexual violence
- Bringing 'outsiders' onto Academy property in order to threaten or create conflict
- Threatening others – physical or verbal
- Intimidating verbal or physical behaviour towards a member of our community
- Deliberate involvement in or instigation of conflict
- Willful disobedience or serious disrespect to an adult
- Stealing
- Truancy / Out of bounds
- Possessing stolen property
- Destruction of another person's property
- Playing with fire alarms or extinguishers
- Refusal to be searched
- Cheating in a test or examination

- Smoking / Alcohol / Drug Use
- Use or threat of an offensive weapon or prohibited item.
- Any one-off serious breach of health and safety that could cause serious harm to others in the community can result in an immediate exclusion e.g. Intentionally dropping any items over the bannisters and balustrades,
- Vandalism - this includes if wearing Academy uniform whilst outside Academy grounds (if vandalism is found to be willful parents / carers will be expected to restore or replace the damaged property)

Consequences for Behaviour Outside the Academy

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on an Academy trip or when using public transport on the way to or from 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. The Academy, by law, is allowed to impose sanctions upon students in response to non-criminal behaviour which is witnessed by a member of staff or is reported to the Academy.

This includes any misbehaviour when the student is:

- Taking part in any academy organised or academy related activity
- Travelling to and from the academy.
- Wearing academy uniform, in whole or part
- In some other way identifiable as a student of the academy.

Or could include:

- Behaviour which could have repercussions for the orderly running or reputation of the Academy
- Behaviour which poses a threat to another member of the academy community
- Behaviour against other people, which is related to their involvement within the Academy

The academy will set appropriate sanctions on an individual basis, according to the nature of the incident.

Detentions

Students should sit detention on the day they are due. If the student is absent on that day the detention will be rolled to the next time they are in school. If a student is in school but fails to attend the set detention then the detention will be escalated to the next sanction.

Silent Independent Study Room

The SIS room may be used as a sanction. Students who are in this room are expected to complete the work. Using Google classrooms will mean this is the same they would've been doing in lessons.

Students who are pre-booked into SIS will be expected to stay until 4pm (2pm on a Wednesday)

Failure to comply with the expectations in SIS will likely lead to a Fixed Term Suspension or External Isolation . Upon return from a FTS or External Isolation students would be expected to complete any remaining time due in SIS.

Parents/Carers will be contacted about any SIS booking until 4pm in the first instance-parents/carers are responsible for ensuring transportation is in place for the pre booked SIS day. However, please note that If a child is absent on the day they are due to complete time in SIS they will be automatically booked into SIS for the next time they are in school and will be expected to complete this.

External Isolation

External isolation is when a student attends a different school for the length of the external isolation period. In these instances parents/carers will be informed of the school they are to attend, the number of days they need to attend, the time of which their day will start and end and the equipment they will need.They will need to attend in full school uniform and have a packed lunch. Parents/Carers are responsible for providing transportation and from the location of the external isolation. In addition, upon their return parents/carers must attend a reintegration meeting with their child and a member of the College team and or/ SLT. A parent's/carer'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. Should the parent not attend this meeting it will still be held with the staff member and student. This may lead to students continuing their education in SIS until this meeting can be facilitated.

Fixed Term Suspensions

Fixed-term suspension means that the student is kept at home for one or more days. Suspended students will receive remote work 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 internal exclusion, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion. (Please note that this list is not exhaustive and the academy reserves the right to issue a FTS as a response to any given incident as appropriate)

- 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
- Disruptive behaviour whilst in isolation in the Academy
- Racial / sexual / homophobic / transphobic / disablism 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

In addition, upon their return parents/carers must attend a reintegration meeting with their child and a member of the College team and or/ SLT. A parent's/carer'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. Should the parent not attend this meeting it will still be held with the staff member and student. This may lead to students continuing their education in SIS until this meeting can be facilitated

Permanent Exclusion

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

- 1) 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 suspensions, 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.
- 2) 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:
 - a) Serious actual or threatened violence against another student or a member of staff
 - b) Sexual abuse or assault
 - c) *The trading, possession or use* of an illegal substance
 - d) Carrying a weapon
 - e) Arson
 - f) Serious abuse of the use of technology to publicly abuse another student or member of staff or to gain illegal access to confidential data
 - g) Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

For further guidance on exclusions please refer to the LAT exclusions Policy.

Bullying

Definition of bullying:

Bullying is defined as; the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is on a continuum of behaviour and the Academy recognises that it is often more complex than a straightforward victim-perpetrator behaviour pattern.

Bullying can be emotional, physical and mental. It can include the inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Smoothwall : At LAHC we use smoothwall, this programme scans the content and context of information typed into students' chromebooks, it identifies unwanted material and has filtering categories which can be used to tailor the web browsing experience for students in the academy, protecting them from harmful content. Smoothwall Monitor is a digital monitoring system that flags incidents as they happen by real-time monitoring of both keystroke and screen view activity by users. Safeguarding staff are informed, through their preferred means, when users try to view or type harmful content. This is an additional layer that the Academy uses to keep students safe in school and from harmful online content. Those who willfully use their chromebooks to be harmful to others will be sanctioned appropriately.

Forms of bullying covered by this Policy:

Including those relating to:

- Child on child abuse
- Race, religion or culture.
- LDD (learning difficulties or disability).
- Appearance or health conditions.
- Sexual orientation (homophobic bullying).
- Young carers or looked after children or otherwise related to home circumstances.
- Gender, sexual and transphobic bullying.
- Preventing, identifying and responding to bullying
- Online bullying

The school will:

- Be vigilant in student and staff interactions with each other and inform the students support manager or member of the college team as appropriate if any bullying concerns are raised.
- Encourage students to be vigilant and make staff aware of any known bullying to ensure it can be dealt with.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Provide regular opportunities to develop students' social and emotional skills including empathy.
- Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, peer support, Student Council.

- Track and monitor the incidents of bullying
- Regularly supervise key areas of the school with the support of CCTV to maximise vigilance of student interaction.
- Provide a safe place for vulnerable students.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Ensure that bullying is not tolerated.
- Monitor concerns of bullying through the school email address which is safeguarding@lahughchristie.org.uk and the student services concern box.
- Provide support for students to ensure that they know how to be safe online e.g assemblies, form time sessions and through the RSE curriculum.
- Ensure that students follow the acceptable use of technology policy, making sure that students use chromebooks and the internet in a safe manner
- Ensure the wireless internet connection is secured.
- Ensure filtering and security measures are in place to avoid inappropriate use of devices(smoothwall)

Involvement of students:

We will:

- Regularly request students' views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying and know who to talk to.
- Ensure all students are aware of the severity of bullying and the sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in the Academy.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have. Students will be protected from bullying and aggressive behaviour. Parents/Carers, staff and students will work together to resolve these issues and use appropriate strategies to change behaviour.
- Students should report concerns of bullying through the school email address which is safeguarding@lahughchristie.org.uk or provide information to a trusted adult (or directly to their SSM in their college office)

Parents and Carers should:

- Know to contact their child's Advisor or student support manager in the first instance, if they are worried about bullying.
- Have access to the behaviour/anti-bullying policy.
- Be supported when bullying is reported.
- Be knowledgeable about our complaints procedure and how to use it effectively.
- Be able to access independent advice about bullying.
- Work with the school to address issues beyond the school gates that give rise to bullying.

Sexual violence and Sexual Harrassment

The LAHC 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 the Academy pastoral team. Students will also be provided with positive educational training via PSHRE lessons. 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.

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.

The Academy's Anti Drugs Position

In all instances of suspected/confirmed substance misuse or abuse, the first consideration of all staff must be the safety and wellbeing of the student/students involved. This applies to all illegal and controlled substances.

- Once the student's immediate safety is assured, the Principal (or Senior Leader) will be immediately informed.
- In instances involving the misuse or supply of an illegal or controlled substance on the Academy site, parents/carers will be informed unless it is believed that this would jeopardise the safety of the student.
- If the Academy becomes aware that a student may be using illegal substances outside of the Academy the safeguarding policy will be used to support the student in the first instance.
- The school will not knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking/consuming of cannabis or any other drug. After careful consideration, the Principal or his/her agreed delegate will usually involve the local Police.
- In instances involving the use or possession of illegal substances on the school site, the school will normally impose a suspension of an appropriate length or a permanent exclusion (a programme of support will be discussed with the student, parents/carers and the Police, and implemented
- In instances involving the supply, or intent to supply, of an illegal substance by a student, the school will involve the local Police and will normally impose a permanent exclusion.

In all instances, consideration should be given and reference made to the school's guidance on confidentiality and safeguarding of all in its care.

Establishing the Nature of Incidents:

When an incident involving drugs, or suspected to have involved drugs, occurs, Academy staff will conduct a careful investigation to judge the nature and seriousness of the incident. During the investigation, the emphasis will be on listening to what people have to say and asking open, rather than closed or leading questions. Students involved will be interviewed separately and accompanied by a supportive adult. The Principal or an agreed delegate will consult with and involve others as deemed appropriate. If it is decided that the Police should be involved, instructions will thereafter be taken from that authority in consultation with the Principal or his/her agreed delegate.

Parental Permission for Police Interviews:

There may be occasions when the Police wish to interview a student. In all circumstances, parents/carers will be informed before Police interviews are agreed to by the Principal or by a named delegate. Academy personnel will ideally be present at Police interviews, in the absence of parents/carers. A parent/guardian may give permission for their child to be interviewed without their presence. These instances will be logged and recorded on the students file.

Instructions for Staff regarding the Discovery of Drugs:

On site:

If possible, retrieve the drugs in the presence of a witness. Do not use a bare hand to retrieve. Details should be recorded and the Police contacted. The Police will collect and store or dispose of the drugs in line with locally agreed protocols. Drugs paraphernalia, such as pipes, needles and syringes, should be placed in a sturdy, secure container prior to disposal per agreed protocols.

On a person:

- Always retrieve drugs in the presence of a witness, preferably an adult.
- Place the substance in a sealed container.
- Sign and date the container and ask a witness to countersign.
- Write a statement documenting the incident / findings.
- Do not investigate the substance.
- Take the container and complete the Record to the Principal or his/her named delegate.
- The Principal or named delegate will lock the substance in the school safe and contact the local Police who will remove it from the premises.

Drugs Education at LAHC is designed to:

- Address issues of relevance to young people.
- Allow students' opinions to be articulated and heard.
- Be delivered by well-prepared teachers who will avail themselves of

interactive techniques such as role play/debates etc.

- Take into account the views of parents/carers who are members of the wider community · To support parents/carers with a view to enabling them to talk effectively with their children about drugs use and abuse

Drugs education will be delivered through a range of strategies including:

- RSE Lessons
- Form time activities
- Guest speakers
- Outside agencies, organisations and charities including the Police.
- Age appropriate assemblies

Police Involvement:

LAHC reserves the right to call on Police assistance for the detection of drugs on school premises. In such instances, the agreement of the parents/carers of any students affected will be sought. Police expertise may be used both for detection of drugs and as a deterrent against their abuse.

The Powers to Search and Confiscate

LAHC will always attempt to seek consent for a search (although there may be circumstances in which it is deemed inappropriate to obtain prior consent) and ensure that an uninvolved adult is present. Searches should be conducted in such a way as to minimise potential embarrassment or distress. It will not be appropriate for a member of staff to carry out a personal search of a student; nor will personal property be searched without consent. Every effort will be made to persuade the person to hand over any item he/she is holding (or is suspected of holding) voluntarily, in the presence of an adult witness. If consent is refused, the Principal or named delegate may consider it appropriate to involve the parents/carers or to call the Police. Staff may, however, search school property, for example, lockers, even when consent is refused. After any search involving students, parents/carers will normally be informed by the school, regardless of the outcome of the search. In all cases of search, the school will balance the likelihood that an offence has been committed against the risk of infringing the privacy of the individual without just cause.

The Law protects staff from liability during search and confiscation for loss or damage to these items provided they have acted reasonably and have adhered to the published behaviour policy.

Where a Head of pastoral, SLT member or the Principal have reasonable grounds, students may be searched for:

- Knives and weapons
- Drugs and or alcohol
- Stolen items
- Tobacco, cigarette papers and other smoking paraphernalia such as lighters and e-cigarettes
- Fireworks

- Pornographic content
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for
- Weapons, knives, illegal drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the Principal to decide if and when to return a confiscated item

Confiscation:

Any prohibited items found in a students' possession will be confiscated. These items will not be returned to the student. We will also confiscate any item which is harmful or detrimental to learning.

Items not permitted in school are brought in at the students own risk and whilst every care will be taken, the school will not take responsibility for the damage or loss of confiscated items.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. [Searching, screening and confiscation](#)

Use of force

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

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

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

Various members of staff have undergone positive handling training. In the event that proactive and de-escalation strategies have not been effective then it may be necessary to use a physical intervention. These interventions will be used only if REASONABLE, PROPORTIONATE and only when NECESSARY. The physical techniques taught are based on providing the maximum amount of care, control and therapeutic support. They are used as a last resort, where reasonable, proportionate and necessary in order to fulfil our duty of care in order to protect the student from harm, the risk of harm, to themselves and/or others. In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed the guidelines state that "...the law of negligence will be applicable wherein the

Academy staff will be expected to act as a ‘reasonable prudent parent’”. As an academy we commit to avoid the need for the use of physical interventions through a good understanding of our students, a strong commitment to meeting their needs and a systemic, positive and proactive approach to behaviour. Parents/carers will be informed of the Incident and involved where possible to lower the need of physical interventions.

Equality and Reasonable Adjustments

Equality

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

Reasonable adjustments for SEND students

A reasonable adjustment is a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. Teachers and teaching assistants are aware of the needs of their students. In addition they receive ongoing professional development from both the Academy’s inclusion team and external professionals to ensure they are equipped with the toolkits to support students who may find managing aspects of their behaviour more difficult.

The Academy does not lower its expectations of SEND students, but is wholly committed to putting reasonable adjustments, scaffolds and interventions in place to support students with need to meet the same expectations as their peers.

Additional Information

Trips, visits and events

In some cases, it may be reasonable and necessary to prevent a student from gaining a place on a school trip (either residential or day trip) visit or take part in an event (such as prom) to protect their safety and the safety of the other students attending.

Students with excessive negative logs for persistent disruptive behaviour, catch up clubs, SLT detentions and internal exclusions may be precluded from taking part in any planned trips, visits or events. Students who have been given a fixed term suspension in the current academic year will not be permitted to attend school trips.

Students whose behaviour becomes a cause for concern after they have been given a place on a school trip risk losing their place.

All final decisions will be made at the discretion of The Principal.

Communication with Parents/Carers

We understand that highly effective communication is the cornerstone of a successful partnership with parents and carers. All of our rewards and behaviours are logged within our management information system, Bromcom, which parents/carers can access through the parental portal, My Child at School.

Staff are not required, or expected, to log anything on Bromcom, or make any contact home, for issuing a consequence reminder in class (as this is simply a verbal warning) or for just signing a conduct card. Both of these simply act as reminders to children of which value or aspect of the code of conduct they have not fully upheld so that they can positively adjust their behaviour accordingly and avoid a consequence.

Parents/Carers will be informed of all reward and behaviour points with consequences through the MCAS platform whereby they can login and view the type of positive / negative behaviour and the teacher issuing it. Where a detention is issued through Bromcom this should also generate an automatic email to parents/carers informing them of this , the comment from the teacher and when the detention will take place.

Parents and carers should be aware that parental consent is not required for detentions, however in working in partnership with parents/carers the Academy will always aim to give 24 hours notice of detentions that are after school so that any necessary adjustments to end of day plans can be made. The Academy does however reserve the right to set detentions on the same day if deemed necessary or appropriate.

The information provided through Bromcom negates the need for phone calls for each detention and staff are not required by the academy to make phone calls for each behaviour consequence issued. Staff may still contact home directly should they wish to however, to discuss the incident in more detail and how to move forwards positively. Staff are encouraged to contact home directly where there may be repeated patterns of behaviour and this may lead to a parental meeting with either the Advisory, subject teacher or, if required, a member of the college team or SENDCO.

As outlined in the Home-Academy agreement, signed upon enrolment we ask that our parents/carers all:

- *Support and model the Academy's high expectations with a no excuses philosophy, prompting your child to take responsibility for their own learning and actions and teaching them to accept the consequences when they fail to do so.*
- *Support the Academy policy regarding detentions and exclusions. Understand that the Academy reserves the right to set detentions on the same day and communicate with the Academy clearly if there is a valid reason a detention needs to be rearranged.*

- *Treat all Academy staff with respect and courtesy, accepting that they are professionals whose judgement should be trusted. Promise to work with the Academy in a gracious manner should you feel there is a concern that you wish to raise and trust the Senior Leadership Team to resolve this with you*

Discretion Statement

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion in application of the policy to help Leigh Academy Hugh Christie students make better choices and learn the right lessons.