

Policy title	Behaviour, Relationships and Rewards
Written by	D.Greenall
Policy owner	The St Leonards Academy

Status	
Summary of change	

Equality Impact Assessment date	
JCC consultation date (People policies)	
Approval date	
Approval authority	
Review date	

1. Introduction

1.1 At The St Leonards Academy we have high expectations for all of our students. We strive to create a vibrant inclusive community that aims to transform the lives and broaden the horizons of our students through excellent teaching and learning. Building positive relationships with all stakeholders enables us to support the physical, mental, and academic wellbeing of our students. Our positive, solution focused approach empowers our students to challenge stereotypes and adapt to difficult situations to succeed. This equips our students with the skills and tools for life beyond the Academy and inspires them to overcome any barriers they may face. We are proud that all students feel valued members of our community and have a voice - this policy sets out our expectations surrounding the cultural norms required for all of our students to thrive. This allows us to fulfil our moral purpose to better the lives of our community.

1.2 All members of our Academy community have the right to work within a safe, orderly and supportive environment where effective teaching and learning can take place. All members are expected to behave in a responsible manner, showing consideration, courtesy and respect for other people at all times. Any action that does not allow our teachers to effectively deliver high quality lessons or our students to learn, will be challenged.

1.3 The management of our policy is dependent on all stakeholders consistently applying our approaches and ensuring that our high expectations are met to enable our students to reach their highest levels of academic and personal development.

2. Legislation and Statutory Guidance

2.1 This Policy should be read in conjunction with other Academy and Trust policies as well as DFE guidance including but not limited to:

- Academy Preventing Bullying Policy
- Child Protection and Safeguarding Policy
- Exclusions Policy
- East Sussex Guidance on Exclusions
- Searching, Screening and confiscating at School
- The Equality Act 2010
- Trust Physical Restraint (B2) Policy
- Trust Whistleblowing (C1) Policy
- Keeping Children Safe in Education (KCSiE)

3. Roles and Responsibilities

3.1 The Trust will work closely with the Lead Principal and Vice Principal to ensure that this policy is effective and implemented correctly. They will monitor it's effectiveness and hold the Lead Principal and Vice Principal to account for it's implementation.

3.2 The Lead Principal will have overriding responsibility for the implementation and day-to-day management of the policy and procedures. The Lead Principal will work closely with the Vice Principal to ensure this policy is implemented correctly and to further support an environment that is conducive to learning.

3.3 The St Leonards Academy is responsible for providing a safe and secure learning climate for all staff and students. The Academy will also ensure that this policy is consistently applied by all staff to ensure clarity and certainty for all stakeholders.

3.4 The staff at the academy are responsible for:

- Implementing the behaviour, relationships and rewards policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents and contacting parents to close the 'communication loop' and develop positive relationships
- The senior leadership team will support staff in responding to behaviour incidents.
- Reporting low level concerns about adults in the school community.

3.5 The St Leonards Academy embraces a collaborative approach with parents and carers to ensure the best outcomes possible for students. Parents and carers are expected to ensure their children:

- Attend every day on time unless they are genuinely ill or have a medical appointment
- Arrive at the Academy dressed in the full correct school uniform
- Bring a pen, Pencil and Ruler (as a minimum)

In addition to this, parents and carers are expected to:

- Support their child in adhering to the Academy's behaviour, relationships and rewards policy
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor / Head of Year
- Not contact their child during the school day on their mobile phones – all contact should be made via the main Academy reception.
- Keep the Academy up to date on contact detail changes and ensure there is a minimum of two contacts who are available to support their child and Academy at all times
- Attend all meetings on time and complete paperwork to support their child in a timely matter
- Support the Academy with a zero tolerance approach to serious behaviour breaches.

4. Creating a culture of Rewards and Recognition at The St Leonards Academy

4.1 At the St Leonards Academy we strive to create a culture of rewarding and recognising our students who are continually doing the right thing on a daily basis.

4.2 Staff should always look for opportunities to celebrate successes with students, through verbal praise to communication with parents/carers.

4.3 We reward our students with Pride Pounds which are linked to our student charter. This allows students to spend their Pride Pounds in our virtual ClassCharts rewards shop. In addition to the rewards shop we will also be running various auctions and online rewards opportunities.

4.4 We will run a rewards auction/raffle bi-termly to allow students to bid for star prizes with their pride pounds. These auctions will not only focus on personal gain but, linked with our Student Charter, have a

focus on giving and being kind. In addition subject teams and faculties will run a rewards programme alongside the whole school initiatives. These may include trips, visits, golden time and others.

4.5 We understand the need for recognition at The St Leonards Academy and operate a 'Golden Ticket' initiative. This is where a student is 'caught' doing the right thing and the teacher issues a golden ticket. On receipt of this ticket, the student redeems this through student reception and will be invited to meet with the Principal.

5. Expectations of Students Inside and Outside of the Academy

5.1 Students at The St Leonards Academy are expected to show politeness and respect to all members of our community by:

- Use respectful language, free from swearing, abuse and aggression.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other*
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school building and school property with respect
- Keeping the Academy clean and free from litter and graffiti.
- Accept sanctions when given
- Actively seek to promote strong working relationships with all staff and outside providers who work within the Academy
- Follow all staff instructions at the first time of asking
- Actively engaging in lesson to maximise learning
- Arrive at lesson ready to learn (Pen, Pencil, Ruler as a minimum)

*The Academy have a zero-tolerance approach towards any intimidating behaviours or harassment towards staff. This includes physical, verbal and sexual behaviours.

5.2 Students behaviour outside of the Academy should reflect the whole Academy ethos and reflect the 5 virtues of our Academy. Students are representing the Academy when they are:

- Travelling to or from the Academy via walking, public transport, or private transport.
- Taking part in any after school club off site or on site
- Taking part in any Academy provision off site
- Easily identifiable as one of our students through uniform

Any student deemed to be bringing the Academy into disrepute through poor behaviour may be sanctioned.

5.3 Students are expected to demonstrate the behaviours and qualities outlined in our TSLA Way Student Charter. This charter is underpinned by our 5 values: Honesty, Kindness, Resilience, Respect and Self Discipline.



5.4 Misbehaviour or disruptive behaviour is defined as ***'conduct by an individual or group of individuals which prevent the expectations of the Academy, the staff and of the students from being fulfilled.'*** Some examples of this (but is not limited to) are:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor behaviour outside of school

5.5 Serious misbehaviour is defined as '**conduct by an individual or group of individuals which pose a serious safeguarding risk to themselves, staff or other students or undermine the TSLA Way Charters.**'

Some examples of this (but is not limited to) are:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation * for more information on how we deal with Harmful Sexual Behaviours and Anti-Bullying, please refer to our *Child Protection and Safeguarding Policy* and our *Anti-Bullying Policy*.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Incitement to cause harassment, alarm or distress via social media or in person.
- Creating negative social media content about The Academy, it's staff or students.

5.6 Please see link to our trust [Special Educational Needs and Disabilities - Policy B7](#)

5.7 The following items are prohibited from the Academy:

- Any weapon or item that could be used as a weapon
- Alcohol
- Drugs
- Stolen items
- Tobacco, cigarette papers, vapes, anxiety pens/watches
- Fireworks
- Pornographic images and material
- Sharps , e.g. scissors or sharpeners (without prior authorisation to be used)
- 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)
- Taser/ Taser type devices
- Hoodies (in relation to our Uniform Policy, Appendix A)
- Mobile Phones

6. Guidance for Staff Managing Behaviour

6.1. All Staff are expected to demonstrate the behaviours associated with our TSLA Staff Charter. This charter is underpinned by our 5 values: Honesty, Kindness, Resilience, Respect and Self Discipline.

TSLA STAFF CHARACTER CHARTER

Respect

- We learn students' preferred names and pronouns and use them
- We actively listen and don't talk over other people
- We smile often and speak politely and respectfully

Kindness

- We notice and take an interest in students and each other
- We celebrate success and praise hard work
- We are kind to ourselves and look after our own physical and mental health

Honesty

- We admit our mistakes and apologise for them
- We are honest with students and each other about what has been done well and what could be improved
- We are true to ourselves and stand up for what we believe in

Resilience

- We don't give up on anyone
- We persevere with difficult situation and see them as opportunities for learning and growth
- We treat each new situation as a fresh start and don't hold grudges

Self-discipline

- We demonstrate calmness and understanding even in difficult situations
- We are on time to lessons and well organised
- We follow through on what we say we will do and are consistent with rewards and consequences

6.2 All staff have the right to focus on their teaching and learning and work in a disruption free environment.

6.3 Staff have overall responsibility for behaviour in their lessons, the students are responsible to the adult in the room and should follow all staff instructions at the first time of asking. If a student feels they have been treated unfairly or there was a mistake made in giving out an incorrect sanction, the student is encouraged to wait until the end of the lesson and discuss this with the staff member when appropriate.

6.4 Staff are encouraged to welcome and support students with this process at the end of the lesson or a time convenient for the staff member.

6.5 General Guidance for Staff

Each lesson a fresh start: The process means that students will reflect on their actions and meet with staff before the next lesson where practicable, to repair relationships.

The Academy does not set whole class/ group punishments

Choices: Students should have the opportunity to reflect on the choices they make and be given the opportunity to modify their behaviour, by discussing targets for success with their teacher.

Language: Language should be non-confrontational and focus on the primary behaviour rather than the individual. All consequences need to be related to learning and impact upon the academy's ethos and culture.

Classroom management: Staff should use all classroom management techniques prior to using **The Behaviour, Relationships and Rewards Policy** in order to deal with low level disruptive behaviours.

Teaching and support staff are **responsible for setting the tone and context for positive behaviour** within the classroom.

Meet and Greet: Staff are expected to meet and greet students at the door to the lesson to ensure a positive first interaction.

7. Behaviour in Lessons

7.1 Disruption of any kind is not permitted in our Academy. All students have the right to access their learning in a disruption free environment.

7.2 Disruptive behaviour in lessons will be addressed by staff using the consequence system. This system allows staff to be consistent in their practice and is explicit for all students in the lesson.

7.3 The consequence system works as follows:

- Consequence 1 (**C1**): A verbal warning given to a student. This will be followed by clear communication from the issuing staff member to explain explicitly why the student has not met our expectations.
- Consequence 2 (**C2**): This means that the offending student will be required to sit a 20 minute **detention at lunch** time the following day.
- Consequence 3 (**C3**): This means that the student's behaviour has become so disruptive that they must be removed from the learning environment. This is an absolute last resort for teaching staff and as a result, any C3 issued will be followed up with a phone call on the day of the C3.

7.4 Any C2 or C3 will need to be recorded on ClassCharts by 3.30pm each day.*

*All staff will endeavor to log this by 3.30, however, on occasion this may be later than the required time.

7.5 Any student who receives a C3 removal from learning will have an after school detention of up to one hour and, if deemed appropriate, a follow up consequence (7.7). We aim to show students that there are consequences to their actions and not punishments. This means that, where practicable, we will address each incident on a situational basis and apply reasonable adjustments if appropriate.*

*reasonable adjustments take into account a student's context with regards to SEN need, LAC status, emotional capacity and any other extenuating circumstances.

7.6 If a student receives a C3 removal from learning, they will be picked up by a member of On Call staff. This staff member will **assess the student and situation** and will then place the student in one of the following provisions: Relocated to another learning environment, Placed in Focused Learning, Placed in our Education Training Centre, Placed with our Year Team or Safeguarding Team for the remainder of that lesson.*

*on occasion, we will keep a student out of circulation for the remainder of the day.

7.7 Follow up consequences:

- Restricted break times (**RB**). Students with RB consequence will lose their break and social time to ensure that there are no further incidents. Students with RB will be required to stay with their year team for break and lunch.
- Community Service (**CS**). Students issued with CS consequence will be required to support our Academy site staff with one of the following actions (not limited to): Litter Picking, Tidying a Classroom, Supporting with canteen/social space clean up.
- Detention (**DTS**). Students with a DTS consequence will be required to sit a detention for one of the following periods. 20 minute break detention, 30 minute after school detention, 1 hour after school detention or 1.5 hours after school detention.
- Focused Learning (**FL**). *Internal Suspension*. Students who are issued with focused learning will be required to spend part or a full day in our internal suspension room. These students will need to 'pass' 4 out of the 5 periods to ensure they do not have to stay longer. Note: any student who fails FL will be issued with a half day suspension and required to re-sit the following day.
- Focused Learning +1 (**FL+1**). *Internal Suspension*. Students issued with focused learning +1, will be required to sit the full day of FL and an additional after school detention. Note: any student who fails FL+1 will be issued with a half day suspension and required to re-sit the following day
- The Reboot Centre (**RBT**) *Internal Suspension*. Students who are issued with an RBT sanction will work for a period of time in our on-site behaviour facility. Work in this facility will include work on the student's ability to regulate themselves and their emotions.
- Fixed Term Suspension (**FTS**) *External Suspension*. Students who receive this this consequence will be sent home on a fixed term suspension. Students will be expected to return after FTS with a reintegration meeting with parents and school to look at supportive ways forward.

7.8 Students who regularly receive fixed term suspensions, will be subject to our behaviour escalation process (Appendix B) and our Conduct Review Process (Appendix C)

8. Behaviour outside of lessons

8.1 Disruption to learning is not tolerated at the Academy and may not always occur inside the classroom. All students are expected to behave in line with our TSLA Way Student Charter. Any behaviours that are displayed and sit outside of this charter will be sanctioned appropriately.

8.2 Sanctions for behaviour outside the classroom will be one of the follow up consequences described in **section 7.7**.

8.3 Mobile Phones are not permitted in the Academy at all. Any student who is using their phone during the Academy day will have it removed until the end of the school day and sit a C3 after school detention.

8.4 Students are encouraged to make their way straight to lesson. Any student who arrives after the late bell will be expected to sit a break time detention in the main hall for 20 minutes. Refusal to attend this break time detention will mean that the student moves through the detention escalation process. (Appendix D)

8.5 Students who are actively avoiding their learning will be issued with a sanction of suspension for up to two days. Persistent or repeated truancy may be a longer sanction.

9. Physical Restraint

9.1 In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

9.2 Incidents of physical restraint must:

- Always be used as a **last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Used in line with Risk Assessments

10. Student support

10.1 The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

10.2 The Academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

10.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Appendix E Shows our Basic Framework for Intervention at TSLA. This does not mean that all students can access all of the intervention, but that we will assign appropriate intervention to those that require it.

11. Investigating Incidents

11.1 Sometimes it may be necessary to gather further information from students that have either witnessed, or been part of an incident. Students may be required to write an incident statement form and some may be verbally asked questions to verify or clarify their statements. This information will be collated and carefully examined before any decisions are made.

- We will ensure that an appropriate member of staff is involved in gathering information or evidence.
- We will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- We will complete all investigations within a reasonable timescale, which will not normally exceed 5 school days.
- We will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.
- Parents are not routinely present when a student is giving their statement.
- For safeguarding reasons, specific and detailed information gathered during investigations is not always appropriate to be shared with parents, and we therefore do not routinely share these.

12. Suspensions

12.1 The decision to suspend a student from the Academy is a very serious matter and it will never be taken lightly. However, the Principal and Governors reserve the right to suspend a student in the following circumstances:-

- (a) In response to a serious breach of the Academy's Behaviour, Relationships and Rewards Policy.
- (b) If allowing the student to remain in the Academy would seriously harm the education, safety or welfare of the student or others in the College.

12.2 The Principal will issue a fixed period suspension. During this time any student who is on a period of suspension is prohibited to come back onto school grounds and is expected to be at home with parents/carer during school hours. Students will be expected to complete work as outlined in the suspension letter. This work will be required when the student returns for their reintegration meeting with the Principal, other member of senior leadership team or the Head of Year and accompanied by their parent/carer.

12.3 A student will not be allowed to return to the Academy after a suspension without a reintegration meeting.

12.4 The Academy will involve outside agencies including the police and social services if they feel the child's behaviours are a safeguarding concern. For any issues of violence towards another student, the offending students could have the incident reported to the police. Any further incidents could result in permanent exclusion from the Academy.

13. Permanent Exclusion

13.1 In very serious cases, the Academy may decide to issue a permanent exclusion. This can be either a serious one off incident or a cumulative case.

13.2 It should only be considered to be a serious one off incident if it is an incident without precedent. A serious one-off incident is for cases where the young person involved has no or very few prior behaviour incidents.

13.3 If the young person has a history of challenging/concerning behaviours and then there is an out of character or very different type of serious incident, then it would still be considered a cumulative exclusion as there are ongoing needs/behaviours leading up to that different incident. If the Principal needs to reference prior behaviours, needs and strategies in setting the context for the case for exclusion, then the exclusion is cumulative.

14. Parent/Carer Behaviours

14.1 The Academy attempts to deal with all incidents as fairly and impartially as possible. We expect the parents / carers to support us with any sanction issued.

14.2 Should the parent / carer disagree with the sanction they should email the Head of Year requesting a meeting/phone call to discuss further. Our staff will not tolerate any abusive or threatening behaviours and any infringements of this could result in the parent / carer being banned from communicating with staff or attending the Academy site.

14.3 Should a parent/carers feel the need to complain. Please see the link to our Complaints Policy (Policy D9) [Policy D9 - Trust Complaints Policy](#)

15. Searching, Screening and Confiscation

15.1 Searching and screening students is conducted in line with the DfE's latest guidance (July 22) on searching, screening and confiscation. Refer to Prohibited items and prohibited items detrimental to school climate shown in 5.6.

15.2 Screening pupils: At times, and without prior notification, students will undergo screening by a walk-through or handheld metal detector. This can occur even if we don't suspect the student of having weapons, prohibited items and prohibited items detrimental to school discipline, and be conducted without their consent. This may also be in line with national awareness weeks such as #noKnives.

15.3 If a student refuses to be screened, we may refuse to have them on the premises. This will be treated as an unauthorised absence.

15.4 Searching pupils: At all times, we will seek to gain the consent of the student for a search. This can also include working with their parents to ensure that the search can take place without physical intervention. Parents do not need to be contacted prior to a search taking place.

15.5 Any member of staff can search a pupil with their consent. No written consent is needed to search a student. Staff on the senior leadership team and who are physical restraint trained can search a pupil without their consent.

15.6 The searcher must be the same sex as the pupil being searched, and another staff member must be present (if possible, they should be the same sex as well). However, staff can search an opposite sex pupil and/or search without a witness present if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, and
- It isn't reasonably practicable to summon another member of staff

15.7 Staff will only undertake a search if they have 'reasonable grounds' for suspecting a pupil may have a prohibited item or prohibited item detrimental to school discipline in their possession. 'Reasonable grounds' can include:

- Hearing other pupils talking about the prohibited item;
- Notice a pupil behaving in a way that causes you to suspect they're concealing a prohibited item

15.8 If the student refuses to comply with a search then they will be suspended for a fixed period.

15.9 Searches by the Police: If efforts to persuade a pupil to hand over a suspected illegal substance, stolen property etc have failed (including contact with the parents if at all possible) then the police should be called to undertake the search.

15.10 If police wish to conduct an intimate search, then the police must comply with the Police and Criminal Evidence Act 1984; and Code A 2015 and Code C 2019 of the PACE code of practice. If the correct procedures are not followed then the search would be unlawful.

15.11 If the police wish to carry out an intimate search of a young person then the young person can contact **Just for Kids Law** <https://www.justforkidslaw.org/contact-us> (0203 174 2279 office hours; 24-hour Crime Contact Line 07886 755321 during out-of-office hours) for information on their rights. The school will always ask the police and the student for an appropriate adult to be present in the search. Unless otherwise advised by the police, the school will also contact the student's parents to inform them of the search.

16. Carrying out searches:

16.1 Clothing: The searcher may not require the pupil to remove any clothing other than outer clothing (i.e. clothing not worn next to the skin or immediately over underwear). Intimate searches can only be conducted by a person with more extensive powers (e.g. a police officer). See Searches by the Police above.

16.2 Bags: These can only be searched in the presence of the pupil and another member of staff, except if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, and
- It isn't reasonably practicable to summon another member of staff

16.3 Use of force: Staff can use reasonable force when conducting a search for prohibited items. Staff on the senior leadership team and who are physical restraint trained can search a pupil without their consent.

17. Confiscation and handling prohibited items

17.1 Any prohibited items (listed in 5.7) found in students' possession will be confiscated. These items **will not** be returned to students. These items may be returned to a student after discussion with senior leaders and parents, if appropriate. In most cases, the item will be stored in a secure space on site, and the parents will be invited to school to pick this up.

17.2 Should the item be potentially illegal or part of a potential criminal investigation, it will be stored in a secure space on site, and the police informed for them to pick up.

17.3 Electronic devices: If during a search we find an electronic device, we may examine its data or files – and delete files – if we have a good reason to do so.

17.4 A 'good reason' to examine devices or erase data or files is if we reasonably suspect that data or files on the device in question have been, or could be, used to:

- Cause harm
- Disrupt teaching
- Break the school rules
- Evidence related to an offence

17.5 If we have reason to believe that the device contains evidence in relation to an offence, we will give the device to the police as soon as reasonably practicable. If we search the device and find data or files related to the offence, we will not delete these before handing the device over.

17.6 Reporting searches to parents: We will endeavour to contact parents about the search but this **may not be practically possible**. We will inform the parent if any of the following are found or if the police have been contacted:

- Alcohol
- Illegal drugs
- Potentially harmful substances Internal records

17.7 There's no requirement to make or keep a record of a search but we will record this search on CPOMS **if** it relates to a prohibited item.

Appendix A – Uniform Policy

Academy Uniform

All students are expected to arrive at the academy in exemplary uniform, every day. If there is a good reason why an item of uniform cannot be worn, a letter explaining the situation must be given to your child's Form tutor who will then authorise a twenty-four hour grace period. During that time, parents/carers are expected to replace the item of uniform. Alternatively, parents/carers can request support with uniform from their Head of Year for either on a temporary or permanent basis.

The required items of uniform are as follows:

- A purple polo short with the academy logo or a white buttoned-down collared shirt with the academy logo
- An academy blazer
- Plain black school trousers, or black pleated uniform skirt (supplied by SuperStitch86 or Sussex Uniforms only)
- Black shoes or plain black trainers
- Plain dark coloured socks
- Black, white or neutral coloured plain tights
- Students may optionally choose to wear a grey V-neck jumper with the academy logo
- If a belt is needed, it must be plain black.
- Variations to the uniform will not be permitted.
- **Summer Term (Term 5 & 6) addition** – Students are permitted to wear black tailored shorts and leave their Blazers at home.

Hoodies and non-school uniform jumpers are not permitted and will be confiscated

Physical Education Kit Policy: All students are required to wear to PE the Academy PE polo or Academy PE T-shirt (including GCSE and OCR tops) to all lessons. Students also need to wear any of the Academy PE bottoms (shorts, joggers, leggings, skirt) in all lessons. When indoors students can wear any Academy branded sports long sleeve tops including those open to all (full zip tops, half zip tops and the rain jacket) as well as Sports Academy and Football Academy tops. These can be worn over the SLA PE polo / t-shirt. When lessons are outside we allow students to wear any black, grey or purple sports tops such as sports jumpers and sports coats - which do NOT need to be SLA branded, but again must be worn over the top of the SLA PE polo / t-shirt.

For safety we recommend that students wear studded footwear when on the field. We also recommend shin pads for football and gum shields for rugby.

For safety reasons students must remove all jewellery. For new ear piercings, students can instead place a plaster or tape over the studded earring until the 6 week period is over.

For safety reasons students must tie long hair up so it is not obstructive to vision during the lesson

If a student is not able to take part in PE we still require them to get changed into their PE kit*. This is for several reasons;

- Sometimes it is possible for the student to safely take part in parts of the lesson
- Students can take on different roles such as being an official or coach
- Students will be with their class and may end up being in the rain and then have wet school clothes for the day.

*Exceptions to this would be injuries that will make changing difficult and / or painful such as a broken arm or a back / neck injury.

If a student forgets their PE kit they will be expected to borrow kit from the PE department. This kit is washed after every single use for hygiene purposes.

Appendix B – Behaviour Escalation Process

Consequence 2 Escalation Process	
Student receives 5 C2 detentions in one week	Letter Home to parents/carers. 1 day in Focused Learning at next available opportunity.
Student receives 10 C2 detentions in one term	Parent meeting (SWWO) followed by 1 day in Focused Learning followed by boost referral.
Student receives 15 C2 detentions in one term	Parent meeting (HOY) 2 days Focused Learning.

Consequence 3 Escalation Process	
Student receives 5 C3 removals in one term	Parent Meeting (HOY) 1 day Focused learning
Student receives 10 C3 removals in one term	Parent Meeting (HOY) 3 days Focused Learning
Student receives 15 C3 removals in one term	Parent Meeting (HOY). 5 days Focused Learning followed by a reboot referral

Late Detention Escalation Process	
Student receives 5 Late to school/lesson marks in a term	Communication home (Letter, Email, or Telephone call) and student placed on Tutor report.
Student receives 10 Late to school/lesson marks in a term	Parent meeting (SWWO) followed by 2 days in Focused Learning.
Student receives 15 Late to school/ lesson marks in a term	3 days in Focused Learning.

Appendix C – Conduct Review Process

Conduct Escalation Process	
Suspension Number.	
5	<p style="text-align: center;">Conduct Review Meeting 1</p> <p>Meeting Lead: Assistant Principal or Senior Head of Year. Invited to Meeting: Head of Year. Parents/Carers. Student.</p> <ul style="list-style-type: none"> • Reasons for suspensions. • Support in place. • Plan moving forward.
10	<p style="text-align: center;">Conduct Review Meeting 2</p> <p>Meeting Lead: Vice Principal. Invited to Meeting: Assistant Principal or Senior Head of Year. Head of Year. Parents/Carers. Student.</p> <ul style="list-style-type: none"> • Reasons for suspensions. • Support in place. • Plan moving forward.
15	<p style="text-align: center;">Conduct Review Meeting 3</p> <p>Meeting Lead: Academy Principal. Invited to Meeting: Vice Principal. Head of Year. Parents/Carers. Student.</p> <ul style="list-style-type: none"> • Reasons for Suspensions. • Support in place. • Outline of expectations - Permanent Exclusion possible.

Appendix D – Missed Detention Escalation Process

Missed Detention Escalation	
Late Detention	20 minutes break 1 the following day.
Refusal to attend Late Detention	
After school Detention	30 minutes after school the next available day*
Refusal to attend After School Detention	
Focused Learning	1 day full day in Focused Learning on the next available day.
Refusal to attend Focused Learning	
Fixed Term Suspension and Meeting with Parent/Carer. Focused Learning to be sat after that meeting.	

