LOSTOCK HALL ACADEMY

Behaviour for Learning Policy

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1. Mission Statement/LHA vision

We aim to develop and encourage a positive atmosphere which instils mutual respect at Lostock Hall Academy (LHA). The academy believes that all people are gifted and talented in their own unique ways are capable of being successful in their learning. We aim to ensure that our academy offers a safe, orderly and respectful community in which all children and young people's talents can be developed and used to their fullest. Good behaviour is therefore necessary to support all students with their learning. This policy will be kept under review and updated as necessary.

2. General Principles

At LHA, we will:

- Provide a safe, supportive and challenging learning environment for all students, staff and community members.
- Build and maintain positive relationships with staff and students.
- Ensure all staff encourage the highest student standards regarding their behaviour, conduct and self-discipline.
- Manage children and young people's behaviour and staff will be consistent, professional and respectful towards them and ensure all children and young people's rights to learn is of primary importance.
- Reinforce positive behaviour through applying the LHA Core Values (Respect, Integrity, Commitment, Teamwork, Citizenship and Accountability), LHA way and the CAP awards.
- Consistently use positive language to reinforce positive behaviour and rectify any negative behaviour.
- Ensure students' attitudes to their education are positive, they are committed to their learning, know how to study effectively and do so, and are resilient to setbacks and take pride in their achievements.
- Carry out termly student voice activities covering student thoughts on BfL systems and support; achievements and rewards, and expectations. Actions will be shared with students when any adjustments/actions have been implemented.
- Regularly gather student voice regarding bullying, discrimination, misogyny and harassment to evaluate whether pupils feel safe and confident that concerns are acted upon.
- Train students to be Peer Mentors so they can support students in different years across the academy.

- Support students to have high attendance, come to the academy on time and are punctual to all their lessons.
- Reward students through the LHA Character Advancement Programme (CAP) which recognises good attendance, punctuality, behaviour, conduct and effort.
- Reward, sanction and apply interventions consistently. It is essential that we create the right conditions for good behaviour to be learnt and to promote good behaviour for learning in all that we do.
- Instil the ethos of the academy and plan a broad curriculum which promotes the positive attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the academy. These attitudes and values are further encouraged through a combination of mentoring support and the CAP awards.
- Behaviour expectations are taught through the Ready to Thrive expectations by Form Tutors and reaffirmed by Senior Form Tutors in assemblies. Individual subjects teach all students the expectations of their subjects which align with the LHA way, Core Values and the Ready to Learn Checklist.
- Provide appropriate professional development for staff in practices proven to improve and help manage children and young people's behaviour for learning. Training may include specific behaviour CPD/INSET, de-escalation tactics, trauma informed practice, SEND behaviour strategies and safeguarding information. All individual student support plans and information will be recorded on synergy for staff to access. All new staff will follow the LHA Induction Programme.

The Home-Academy Agreement, which all students and parents/carers sign when they start at LHA, summarises the basic requirements. The signing of this document signifies commitment to and acceptance of the principles and details of the behaviour and rewards policy. The Home-Academy Agreement is updated where required (See Appendix 1 for the Home–Academy Agreement).

The Trustees believes that to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary and desired positive behaviour is routine. It seeks to create a caring and learning environment in the academy by ensuring:

- The safe movement of students in and around the academy premises.
- The smooth running of lessons.
- The minimum loss of learning time to low-level disruption.
- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.

- Staff and students consistently follow the LHA Core Values (see Appendix 2).
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour and record all achievements, consequences and pastoral logs on Synergy.
- Rewarding students through the Character Advancement Programme (CAP). (see Appendix 3 for the CAP awards).
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedures.
- Encouraging students to take responsibility for their behaviour for learning.
- Explaining unacceptable behaviour.

When students and staff have a shared understanding of the expectations for these common behaviours, and both staff and students follow established routines, overall consistency is easier to achieve which promotes positive behaviour across the academy.

The Senior Leadership Team (SLT) regularly analyse behaviour (analysing trends; identifying causes; training staff and evaluating interventions) to monitor hotspots and ensure that appropriate support is provided to individual and vulnerable students/groups. Individual student behaviour plans support the academy's Inclusion Strategy.

The SLT evaluate student behaviour each week, and individuals/vulnerable groups/classes are identified for extra monitoring and support from the BfL team and SLT. Where interventions have been implemented, these are regularly reviewed to monitor their impact.

Behaviour, attendance, inclusion and exclusions are evaluated each term by the SLT and reported to the Trustees highlighting positive and negative trends; interventions and the impact of student behaviour on the Inclusion Strategy. Where any exclusions have been applied these are analysed and compared to national data and shared with Trustees. The academy evaluates success through reductions in suspensions, internal exclusions, behaviour incidents, persistent disruptive behaviour and attendance concerns. This data is compared to LHA previous year information and regional and national data.

Behaviour decisions, sanctions and responses will be quality assured through regular behaviour audits and leadership reviews to ensure consistency across all departments.

The Behaviour for Learning Policy will link with the Health and Safety Policy, Safeguarding Policy, Attendance and Punctuality Policy, Teaching and Learning Policy and the Anti-Bullying Policy.

The DfE guidance on Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement and the DfE advice on Behaviour in schools are used to support all decisions on suspensions and permanent exclusions. The links to the guidance can be found below:

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

3. Discriminatory/prejudiced behaviour procedures

At LHA, we pride ourselves in ensuring that all students are equal regardless of their race, religion, gender or sexual orientation. All individual beliefs and values are shared, and students are taught to respect one another where they may not share the same beliefs/ideas.

Through our comprehensive PHSE (Personal Development lessons) programme and our weekly 'Ready to Thrive' programme, students learn about Relationship and Sex Education (RSE), current affairs and societal issues that may affect our daily lives.

If a racist, sexuality (LGBTQ+) or discriminatory incident is reported, the following practice and procedure will be implemented:

- Incident is reported to a member of staff.
- Member of staff will ask students about the incident and report to BfL team/Senior Form Tutors (SFTs).
- BfL Team/SFTs will carry out an investigation communicating with the alleged victim(s) and the alleged perpetrator(s) and also any witnesses of the incident. Statements will be written to enable a true account of the incident be recorded. Where there are differences in the statements, further students may be spoken to gain more information.
- BfL staff/SLT will review all statements and interview individual students to discuss statements (as required).

- Decisions regarding consequences and support will be made according to each individual incident.
- Parents/Carers will be contacted for both the alleged perpetrator(s) and victim(s) and informed about the incidents and any consequences/support which may be put in place.

Consequences/support

All discriminatory incidents will be judged on their individual cases and where it proves conclusive that a student has been the perpetrator of any racist, discriminatory or prejudiced behaviour, appropriate consequences/suspensions/exclusions will be applied.

Internal Exclusions/Suspensions and Permanent exclusions could be used depending on the severity of an incident.

Internal exclusions will be recorded on Synergy, and the student conduct and behaviour will be monitored (up to 4 weeks) on a Stage 1/2 monitoring card.

All Suspensions and Permanent exclusions will be recorded on Synergy/SIMS and forwarded to LCC. Return to school meetings will be complete with the student and their parent/carer for any student(s) who have received a suspension. Extra support and education regarding beliefs and actions will be implemented (as required) depending on the incident(s). Students may spend some time in the Aspire Hub/Reflection Room on their return to school following a suspension.

SLT and the BfL team will undertake half-termly analysis of bullying, discriminatory incidents, misogyny, sexual harassment and peer-on-peer abuse trends.

4. SEND students at LHA

To support our SEND students at LHA, staff will ensure they follow the guidance outlined on the student's individual tracking document and support by applying high-quality teaching strategies. Staff know the students well and work hard to forge positive relationships in class. Staff will ensure a consistent approach with all SEND students following the LHA Way/Core Values/Cumulative Behaviour System but will take account of any specific needs of a SEND student.

When required, members of staff will speak directly to a student with SEND to avoid or address any poor behaviour, conduct or choices which contravene the Behaviour for Learning Policy to prevent further consequences being imposed. The SENDCo, SEND Team and Behaviour for Learning team will support members of staff and the individual SEND students as required.

Supportive adaptations will be considered for all behaviour incidents involving all SEND students. Where appropriate the CAP award and Cumulative Behaviour systems will be adjusted to align with a SEND students' additional needs. These adjustments will be reviewed regularly and evaluated for impact.

SEND students are discussed each week at the Safeguarding and Inclusion meetings to ensure that the appropriate plans and support are implemented for individual students inline with the LHA Inclusion strategy.

5. Roles and Responsibilities

All members of the academy community: staff, trustees, students, parents/carers, have rights and responsibilities in ensuring an orderly climate for learning. All staff have a responsibility to ensure that unacceptable behaviour is never ignored and is dealt with as problems arise. Individual members of staff will naturally vary in their approach according to their own values, tolerance level and temperament. However, it is essential that students know how they can expect a fair and consistent response to their actions. The LHA Core Values/LHA way and CAP awards create a sense of fairness and helps establish common values. The scale of punishment should match the severity of the offence, yet there must be flexibility within the system. An effective way of ensuring this has been carried out is to involve the students in discussions and determining the 'Code of Conduct' through the work of the School Council. All behaviour incidents (achievements and consequences) should be recorded on Synergy.

All staff and students should follow the Behaviour for Learning (BfL) Checklist and record any consequences in line with the LHA Way. (See Appendix 4 for the BfL Checklist; Appendix 5 for the LHA Way; Appendix 6 for the Academy rules).

Regular positive communication with parents/carers via Synergy and through meetings, phone calls and emails ensures that there is a strong partnership between the academy/staff and parents/carers.

6. Positive Expectations of Behaviour

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policies, procedures and expectations in line with the LHA way (Appendix 4) which includes the Tiered Behaviour System and the Cumulative Behaviour System (CBS). Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported to staff.

Positive behaviour is promoted and taught throughout the curriculum. Personal Development lessons (PHSE) and rewards (CAP awards) are also a very powerful tool for teachers to use. Achievement in all aspects of academy life is recognised, and the general practice of classroom management involves many rewards being given daily. All rewards/achievement points are recorded on Synergy and contribute to students gaining their CAP awards during each term. Parents/Carers and students will be able to access their individual account via the Synergy Portal.

All students are expected to achieve their silver CAP award if they are to be invited on the reward visits/Year 11 Prom.

Good attendance also has a positive impact on student attainment, behaviour and progress across the academy. The Attendance and Punctuality Policy highlight the academy's expectations and support for students regarding their attendance and punctuality. Where attendance issues (Persistent and Severe absent) arise for individual students/groups the Attendance Improvement Officer will work closely with the students, families and where required external agencies to implement the appropriate interventions to improve student attendance and punctuality. These align with the LHA Attendance Strategy and Improvement Plans.

Rewards include;

- Achievement points linked to CAP awards for all years, and a range of other certificates are awarded in recognition of effort, progress and consistently good work and for contributions to academy life. This is managed via Synergy.
- Prefect Reward visits.
- CAP awards were introduced in September 2022. Bronze, Silver, Gold and Platinum CAP badges are awarded to students linked to attendance, punctuality, behaviour, conduct and effort. All CAP awards are linked to the End of Year Reward visits/Year 11 Prom. Failure to achieve the minimum requirement (Silver award) will result in students not being invited on the reward visit/Year 11 Prom.
- Verbal praise, written remarks via Synergy about good work, sending a student to a senior member of staff for praise to be reiterated.
- Phone call to parents/carers.
- Good work/effort being displayed around the academy.
- Opportunities to represent our school community during extra-curricular events e.g. Sporting/Music/Drama events, Open Evenings etc.

- Year group and whole academy assemblies are used to recognise student achievement and effort.
- Principal Commendation used to recognise excellent performance.
- Special visits are arranged by the SENDCo.
- GCSE Presentation Evenings are held to formally recognise all the achievements of past students.
- BfL Faculty organise weekly, half termly, termly and annual rewards for the top performing students.

As students develop and mature, they are encouraged to move away from a need or desire for extrinsic rewards and towards the intrinsic ones of pleasure and self-satisfaction in a job well done. It should be noted that when awarding achievement points, the reason for the award should be explained to the student. Care should be exercised in not 'devaluing' achievement points by awarding too many or too few. Staff should try to ensure that SEND students' work is displayed if it deserves praise and in doing so the student will experience pleasure and self-satisfaction.

At LHA, the academy has taken several positive steps to reduce behaviour incidents, and all staff follow the LHA way:

- Increase the quantity of rewards to recognise good behaviour for learning through the introduction of the CAP awards.
- Introduction of Student Conduct Cards to record poor behaviour/conduct around school.
- Introduction of the Cumulative Behaviour System (CBS) to track student consequences.
- Guidelines for behaviour for learning in lessons and behaviour around academy are issued and discussed throughout the academy year, outlining the academy's expectations, with reasons. Copies of the BfL Checklist/LHA Way and Academy Rules are displayed in all classrooms.
- The School Council, with elected student representatives, helps to give students a sense of involvement and citizenship.
- The House System has been introduced to develop a sense of inclusion across the academy.
- Each Tutor Group in Years 7 – 9 takes responsibility for a week undertaking 'duties' around academy, which helps to give students a sense of inclusion and responsibility for their local environment and citizenship.
- The Prefect system in Years 10 and 11 encourages students to develop leadership and decision-making skills, as well as some degree of accountability and responsibility.
- Students normally sit in the same place for each lesson within a structured, working group and they are asked to stand behind their chairs at the beginning of their lessons. This helps to provide

a safe, disciplined environment. The member of staff will direct students to where they sit in each lesson. This may be changed throughout the year due to learning activities etc. or poor student behaviour and conduct.

- Class lists, seating plans and details of students with special educational needs, disadvantaged students and students who have a social worker (or previously had a social worker), are available for all staff to quickly identify and support any concerns/issues via Synergy.
- Agendas for Staff, Faculty, Pastoral Team Meetings and Staff Briefings (in person/online) have a regular slot in the academic year for staff to share any problems that they have with specific students, share good practice or information about the students and strategies for dealing with the specific problem.
- 1:1 Form Tutor/Student reviews take place each term to reflect on student attendance, punctuality, behaviour, conduct and progress towards achieving each of the CAP awards.

7. Effective Practice

Research shows that when students determine where to sit their social interaction can inhibit teaching and create behavioural problems. It is therefore a requirement that staff implement a seating plan for each of their classes. This plan should also clearly indicate disadvantaged students as either: Special Education Needs (SEND), Pupil Premium (PP), children who are looked after (CLA), or children with a social worker or previously had a social worker. Seating plans should be completed for all classes on Synergy.

It is important to note that disruption and poor behaviour do not occur randomly throughout the lesson; students are more likely to lose attention or fool around when they are waiting for the next stage of the lesson to be presented. Opportunities for disruption and poor behaviour occur when:

- The teacher arrives late to the lesson.
- Students do not have the required books or equipment (spare materials should be kept and fair consequences for regular negligence by students established).
- Instructions are not clear.
- The lesson lacks focus and transitions between activities are not well planned.
- Clear rules and procedures are not conveyed.
- There is a lack of follow up/extension activities to hand for students who may complete their work early.
- The lesson is not concluded in an orderly manner.

Curriculum and Teaching

The key to academic progress is consistently high-quality inclusive teaching across the Academy. Key to this is the provision of engaging lessons in which students feel confident and secure. With this in mind, the Academy **'Pedagogy Essentials'** based on Rosenshine's Principles), have been agreed and launched with all teaching and support staff.

This list of essentials provides a clear overview of what every lesson across the Academy should look like. The application of the essentials, alongside maintaining high expectations for all students, supports a consistently strong approach to teaching and positive student performance within all subject areas/lessons.

Pedagogy Essentials:

*Lessons at the Academy should be underpinned by high levels of teacher and student oracy, and contain **some or all** of the following principles*:

1. Daily Review – **Recall (Connect) starter** (whole class)
2. New Material in small steps – **Scaffolding**
3. Ask Questions – **Questioning for Everyone (No hands)**
4. Provide Models – **Live Modelling/Think Aloud**
5. Guide Student Practice – **I do, we do, you do** (deliberate practice)
6. Check Student Understanding – **Circulate and Check - Adapt**
7. Independent Practice – **Pair work, group work, and independent work**

8. Behaviour and Discipline

Behaviour within the academy is a matter that concerns and involves all the staff. The underlying principles determining behaviour are listed in the academy 'Code of Conduct'. It forms the basis of accepted behaviour and is based on respect for each other, whilst following the LHA way/Core Values.

Interventions and support will be based on the discretion of the BfL Team for individual students.

Most students at our academy can deploy coping and self-regulation skills which allow the young person to be successful. However, at times young people are prone to making mistakes as they look to successfully grow and develop into confident, responsible and well-rounded human beings.

The BfL team will use a range of interventions to make positive corrections to support behaviour, utilising the following interventions:

- 'Hands off' approach always adopted across the academy to avoid student incidents involving physical behaviours.
- Detentions (lunch/after school)

- Restorative justice practice implemented (where appropriate) following behaviour incidents including the victim and perpetrator to discuss feelings and plan for future actions/expectations.
- Monitoring cards (online via Synergy)
- Conduct cards
- Reflection Room
- Internal exclusion
- Aspire Hub (Inclusion support)
- Mentoring including Thrive support
- Counselling support (where appropriate)
- Pastoral Support Programmes (PSP)
- Seclusion placement at an alternative academy
- Off Site Direction leading to a Managed transfers within other South Ribble High school's
- Alternative provision – Student Referral Units/Alternative Provision
- Exclusions – Suspension (S) / Permanent Exclusion (PE)

Parent/carer communication must take place at every intervention. Synergy will be used to communicate behavioural issues and interventions will be deployed to modify and improve student behaviour.

Parent/carer meetings are actively encouraged to ensure clarity of process is maintained.

Students accessing this range of interventions should be carefully monitored and supported by the Faculty or BfL Team.

Pastoral/BfL escalation

Form Tutor ----- Senior Form Tutor (SFT) ----- BfL Manager (BfL team) ----- Senior Leadership Team (SLT)

Subject based escalation

Class teacher ----- Subject/Curriculum Lead ----- Head of Faculty ----- BfL Manager (BfL team) ----- Senior Leadership Team (SLT)

Whenever an 'escalation' is requested, the member of staff escalating the incident must provide evidence of interventions which have been utilised and also record any incident(s) on Synergy.

All behaviour logs (achievements and consequences) are recorded on Synergy. The synergy dashboard enables quick reference for:

- behaviour incidents

- suspensions
- internal exclusions
- attendance
- SEND analysis
- disadvantaged analysis
- student voice outcomes

Analysis of trends and the impact of interventions support students to ensure that the appropriate support plans/actions are implemented when required. All behaviour interventions will be reviewed against measurable success criteria and adjusted where impact is limited, for example an increase in achievements/students receiving their CAP award, reduction in suspensions, inclusions and detentions etc.

9. The Cumulative Behaviour System (CBS)

The Cumulative Behaviour System tracks and monitors student behaviour across the academy. Where students gain consequences, the CBS notifies Form Tutor's/Senior Form Tutor's/BfL team/SLT, and the appropriate sanctions are applied. (see appendix 6)

10. Behaviour in Lessons

The maintenance of high standards depends on the basics of good classroom management. Each member of staff is expected to be responsible for the general discipline of their class throughout the lesson following the BfL Checklist, LHA Way/Core Values/CAP award criteria and Academy Rules. It is important for the teacher to deal with problems themselves. Students should not be sent out of class unsupervised unless for a short 'cooling off' period. It is essential that issues regarding poor behaviour are addressed by the member of staff with the child, making it clear where the student needs to improve their behaviour.

Where BfL support is required during a lesson, members of staff can request BfL support through the 'Lesson Support' tab on synergy. Once a Lesson Support is raised. A member of the BfL team will attend the lesson to offer support as soon as possible.

The Curriculum Leader/Head of Faculty has responsibility for managing student behaviour within their subject area. Support is available through the BfL Team and Senior Leadership Team (SLT) call out system which provides an immediate response from a member of the BfL Team or SLT.

Class teachers/Curriculum Leader/Head of Faculties should manage any parental contact and inform the BfL Team via Academy Synergy. Incidences of poor behaviour should be logged on Synergy as soon as possible to enable any issues to be dealt with effectively. It is especially important that

Parents/Carers are contacted and kept informed. Staff should discuss with parents/carers any concerns and agree a common way of working to help students improve their behaviour.

The SLT and extended leadership team support staff during lessons through behaviour learning walks, coaching and the Annual CPD programme.

11. Behaviour outside of the classroom

Discipline outside the classroom is the responsibility of all staff. If a student is found to be misbehaving, then he/she should be reprimanded at once by the member of staff who has witnessed the misbehaviour. Conduct cards can be signed by staff, Form Tutors, Senior Form Tutors. The Behaviour for Learning team are to be informed if deemed necessary via Synergy.

Although it is recognised that all teaching staff will have particular times and places of duty, it must nevertheless be accepted that we are all, in fact, responsible for preserving effective discipline around academy.

We expect students to adhere to the following rules:

- To walk around academy in an orderly manner.
- To be polite, courteous and helpful at all times to other students, staff and visitors.
- To wear the correct uniform with pride.
- To eat/drink only in the dining room – not corridors/classrooms/tennis courts unless permission has been given by a member of staff.
- Mobile phones must never be used, seen or heard on the premises/during the school day unless specifically given permission to use them by a member of staff.
- To use only their designated year group toilets.
- To keep all areas, tidy and place all their litter in the bins provided around the academy site.

Where a student does not follow any of the above rules a stepped approach should be used with a proportionate response.

Staff on duty should use a range of strategies before involving the SFTs/BfL Team:

- One to one conversation with student(s).
- Be visible and move around the duty area (wear hi-vis jacket).
- Talk to the students.
- Sign the student conduct card.
- Issue positive reminders about student conduct and behaviour.
- Build relationships with the students.

Where a student refuses to co-operate and doesn't follow instructions for a first offence a warning should be given to the student. Any poor behaviour at break and lunchtime, beyond the warning should be reported to the SFT/BfL Team. The incident should be recorded on Synergy. The SFT/BfL Team may determine further consequences as appropriate.

Parent/carer communication must take place with every intervention via Synergy.

Where appropriate, parent/carer meetings are actively encouraged to ensure clarity of LHA expectations and rules are maintained.

12. Online behaviour

LHA expectations of student online behaviour and conduct is exactly as we would expect in person with students continuing to act as good ambassadors for our academy and upholding LHA's good reputation. Remote learning has increased and both staff and students have developed their knowledge and understanding of the Ed Tech platforms available to support online learning. Staff and student codes of conduct and support guidance has been shared with all parents/carers and students (see Appendix 8 for the Student and Parent/Carer guidance for remote learning).

Any student(s) whose online conduct and behaviour falls short of these expectations will be dealt with in line with the behaviour policy. The student guide/code of conduct for remote learning can be found in the appendices.

13. Students conduct outside of the academy gates

Teachers and other members of staff with responsibility for students have a statutory authority to discipline students for misbehaviour which occurs within the academy and, in some circumstances, outside of academy. A member of staff may discipline for any misbehaving when the student is:

Taking part in any academy-organised or academy-related activity, travelling to or from academy, wearing academy uniform or in some way identifiable as a student at LHA.

Behaving in a way which could have repercussions for the orderly running of the academy, poses a threat to another student or member of the public or staff, or could adversely affect the reputation of the academy. This includes the use of social media.

Teachers have a statutory power to discipline students for misbehaving outside of the academy premises. Section 89(5) of the Education and Inspections Act gives a Headteacher/Principal specific statutory power to regulate children and young people's behaviour in circumstances "to such extent as is reasonable".

The child or young person's behaviour will be dealt with in a proportionate and consistent manner using the same level of sanction that would have been imposed if the incident happened on the academy grounds.

Parents/Carers should note that the principal is also required to consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a child or young person following their misbehaviour beyond the "academy gate". However, if the behaviour is criminal or poses a serious threat to a member of public, the police will always be informed.

The DfE Behaviour in schools Advice for Headteachers and school staff July 2024 is used as guidance to support and reinforce positive student behaviour. This guidance can be accessed in the link below:

Behaviour in schools - Advice for headteachers and academy staff (publishing.service.gov.uk)

14. Restrictive interventions including use of reasonable force

Members of staff have the power to use restrictive intervention/reasonable force to prevent or stop a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students at school, whether during a lesson or otherwise

SLT and other authorised staff may also use restrictive interventions when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes (e-cigarettes), fireworks, pornographic images or any other items that have been used to commit an offence or cause harm.

At LHA, we follow the DfE guidance regarding restrictive interventions, see below.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

We aim to minimise the need to use restrictive interventions, through prevention and de-escalation. Further considerations for students with SEND are taken into account for individual students.

Where any incidents result in restrictive interventions/reasonable force, they are recorded in Synergy/CPOMS as soon as practicable after the event. Parents/carers will also be informed.

15. Searching, screening and Confiscation

Under law, schools have the authority to search, screen and confiscate, retain or dispose of any items which they believe pose a danger or threat to students, or any other persons on academy premises. This does not require consent but should be sought whenever possible.

The DfE 'Searching, screening and confiscation document (July 2022) is used as guidance when carrying out any searching, screening or confiscation. The link to the guidance can be found below:

Searching, Screening and Confiscation (publishing.service.gov.uk)

Further to that, if a student agrees then the appropriate staff may search a student and his/her belongings. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has 'Prohibited items' in their possession. These may include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen property.
- Tobacco, cigarettes, cigarette papers, lighters, matches and vaping equipment.
- Fireworks.
- Pornographic images.
- Items that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence,
    - to cause personal injury to, or damage to the property of, any person (including the student) or school property.
- Inappropriate items, for example, merchandise that is intended for sale on the Academy premises, chewing gum, and jewellery etc.
- Electronic devices, for example but not exclusively mobile phones that are switched on or have been used by a child or young person on academy grounds without staff permission.
- The Principal and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

16. Searching and screening

Searching a student and/or property must be done by an authorised member of staff (staff can refuse to carry out a search).

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched

If a student continues to refuse to co-operate, the member of staff may sanction the student in line with the Academy's Behaviour for Learning Policy, ensuring that they are responding to misbehaviour consistently and fairly.

Where possible, the staff member must be of the same sex as the student.

There must be another member of staff present as a witness, also of the same sex, if possible.

Searches can only be carried out on academy premises, or where staff have responsibility for students (e.g. educational visits).

Searches cannot require the removal of clothing, apart from 'outer' clothing (e.g. coats/blazers/school jumpers).

Staff can search pockets, but no form of intimate search can be carried out. Where further searches are required (strip searches), these can only be carried out by the police. The procedures highlighted in the DfE Searching, screening and confiscation advice document must be followed.

Staff may use a handheld metal detector/wand to search/screen a student and their belongings.

Student lockers can be searched with or without the student's permission.

Mobile phones can be searched and data downloaded and retained, or, where appropriate deleted if inappropriate. Where a crime may have been alleged, police/external agencies will be consulted for advice about how to proceed.

Reasonable force can be used, if required.

If a search is carried out on a student, whether any banned items are found or not, the parents/carers should be informed of the search and any actions in line with the Behaviour for Learning policy.

Once a search has been carried out, this should be recorded including:

- the date, time, location and duration of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

At LHA this should be recorded on Synergy/CPOMS.

A student refusing to co-operate with a search shall be dealt with as if they had refused to stop any other unacceptable behaviour when instructed by a member of staff. Staff must apply an appropriate disciplinary penalty.

17. Confiscation

Academy staff can seize any prohibited item found during a search. They can also seize any item they consider harmful or detrimental to academy discipline.

If prohibited items are confiscated by staff the following should be adhered to:

Weapons, knives, illegal drugs and extreme or child pornography must be handed over to the Police.

All other confiscated items must be taken to the BfL office, clearly labelled and a member of the SLT or the BfL team informed. Prohibited items found may be destroyed/disposed of; this will be at the academy's discretion. In all cases parents/carers must be informed.

Students seen with their phone out of their Yondr pouch, using or in possession of a switched-on mobile phone, in the academy will have the device confiscated. It will be placed in a clearly named box and stored in the BfL office. The first occasion will result in the phone being handed to a member of the BfL Team and the student is allowed to collect the phone at the end of the academy day. Any repeat incidents will result phone being confiscated and collected by a parent/carer any time from the end of that day. The phone will not be returned to a student if a parent/carer is unable to collect the phone.

18. Detention(s)

By law parental consent is not required for a student to attend a detention. Staff should not issue a detention where they know it would compromise a student's safety. When issuing a detention staff should consider:

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

It is always good practice to give at least 24 hours' notice for an after-school detention particularly considering the number of our students that travel a considerable distance to LHA.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with students' classwork should be dealt with initially by the subject/class teacher and then, if necessary, by the Curriculum Leader/Head of Faculty. Consequences issued should be appropriate to the offence, i.e. by considering individual circumstances. It is important that we balance the rights of the individual with the rights of the majority.

Punishment of a whole group of students is discouraged unless this is unavoidable or appropriate.

In severe cases, or those exhibiting no signs of improvement the SFT/BfL Manager or SLT may become involved. Over reference to the SFT/BfLT for punitive measures to be taken against students (rather than support from the individual teacher) can lead to these key people being forced to occupy a purely punitive role. This would more than likely increase disorder and disruption in the academy because it

encourages some classroom teachers to abdicate their professional responsibility for maintaining order and discipline in the classroom, and it also delays punishment, which means it could lose some of its effectiveness.

19. Mobile phones/ear buds/smart watches

We recognise that the majority of young people own a mobile phone/earbuds/smart watch and will bring these to/from school, however unless directed by a member of staff, students must lock these items securely in their Yondr pouch and they must not be used at any time throughout the school day. Students must refrain from using their mobile phones until they are outside the academy gates both before school has started and at the end of the school day.

The rules, practices and consequences of students using a mobile phone can be found in the LHA Mobile Phone Policy.

The DfE guidance on mobile phones in schools can be found in the link below:

https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

20. Less Serious/Minor Offences (Level 1/2 on the LHA Way)

These could be incidents occurring in class described as 'low level triggers' and could include:

- Chewing gum and eating in class
- Late to class
- Incorrect Uniform
- Incorrect (or lack of) equipment
- Noncompletion of classwork
- Noncompletion of homework
- Talking inappropriately
- Failure to follow reasonable instructions
- Using a mobile phone in school without being directed by a member of staff

Initially a suitable punishment/strategy will be employed – less drastic consequences will be tried first, but if they do not produce the desired result then more drastic or permanent measures may be employed. The LHA Way should be referred to and all behaviour incidents (Stages 1-4) recorded on Synergy. See appendix 5 for the LHA Way.

Some of the possible courses of action could be:

- Talking the matter over with the student (possibly involving Parents/Carers)

- Staff signing the student conduct card
- Recording the incident on Synergy
- Talking to other staff – e.g. Head of Faculty, Curriculum Leader, Form Tutor, SFT, BfL Team, and SLT
- Moving the student to another seat or class to facilitate learning/good behaviour
- Removing the student from the classroom (for a short period of time)
- Moving the student to work in another teaching group for a cooling off period
- Withdrawing the student from practical activities for a period, as appropriate, to safeguard the welfare of the majority of students
- Placing the student on a Form Tutor report (Stage 1 – see appendix 7 for the overview of the Target Card System and Report card consequences)
- Issuing work to be completed at break/lunchtime
- Setting detentions at break/lunchtime

If a student has their conduct card signed 5 times by staff, this will result in the student receiving an after-school detention with their SFT. If a student loses their conduct card, this will also result in the student receiving a detention with their SFT.

21. Serious Offences

These could be classed as more serious (or Level 3-4 on the LHA Way) and are incidents which may skip steps 1-2 on the LHA way. The BfL Team/SLT 'call out' can be used to support staff with serious offences/incidents. Examples include some of the following:

- Failure to follow direct instructions from a member of staff
- Intimidating behaviour towards other students or staff (including online)
- Inappropriate language
- Truancy
- Vandalism
- Lack of co-operation
- Aggressive behaviour
- Failure to attend detentions

It should be noted that in many cases of serious unacceptable behaviour there are perpetrators and victims, e.g. bullying, sexist or racist behaviour. In such cases we talk to the suspected victim, the alleged perpetrators and any witnesses where appropriate and possible. Notes or statements of any interviews are written down on the statement form, which should be signed and dated by the person completing it. Once the level of seriousness has been identified, the following action will be taken:

- Help, support and counselling will be given as appropriate to both the victims and the perpetrator

- Support for the victim by offering them an immediate opportunity to talk about their experience calmly with an appropriate member of staff
- Informing parents/carers as appropriate
- Offering continued support including individualised Behaviour Support Plans and Risk Assessments if a student requires
- Arrange escort to and from academy premises for individual students if needed

The academy will also discipline, and support the perpetrator by:

- Talking through the incident to discover why they offended. This could be done directly in private or indirectly through assemblies/tutor group activities/Personal Development lessons (PHSE). One of the most powerful consequences is the disapproval of individuals who an offender respects e.g. his/her peers, a parent/carer or a particular teacher. It is essential that the BfL Team create a climate in which any consequences will have the greatest effect and preclude any possibility of reoffending.
- Continuing to work with the perpetrator to dispel any unsocial attitudes as far as possible (may involve the use of external agencies).

The following disciplinary 'steps' may be followed according to individual incident and student(s) involved:

- Official warning to stop offending
- Inform Parents/Carers, inviting into academy as necessary
- Be placed in detention (see reference earlier) via Synergy
- Have privileges withdrawn (e.g. loss of break/lunchtime/reward visits)
- Be placed on report for a period to monitor/modify behaviour
- Restorative Justice meetings including victims and perpetrators
- Be placed in isolation for a period under supervision
- Suspension
- Seclusion at an alternative academy
- Formal requirement to attend the Governors' Discipline Committee
- Placed on the Pastoral Support Programme (PSP)
- Recommendation for permanent exclusion or an Offsite Direction which may lead to a Managed Transfer via the Fair Access and Managed Transfer Panel.

22. Report / Monitoring Cards

The Cumulative Behaviour System (CBS) identifies students who require monitoring on a report card through monitoring student consequences which trigger further sanctions/support when a student accrues consequences each half term. The CBS can be found in Appendix 6.

The academy operates four levels of monitoring/target cards:

- **Stage 1** monitoring is initiated by the Form Tutor (or as part of Departmental Monitoring by the subject staff or Curriculum Leader/Head of Faculty) and is initially for a two-week period. This should be used for offences such as lateness/punctuality, violation of uniform/makeup rules, lack of equipment, appearance, homework or general attitude. This would be overseen and checked by the Form Tutor each day and parents/carers are informed via the student's form tutor/synergy.

- **Stage 2** is initiated by SFTs and would be for more serious offences, or at the request of parents/carers or concerns raised by several subject staff (e.g. through a subject enquiry). This would be overseen and checked by the BfL team/Senior Form Tutors each day and a consequence will also be introduced as a failure to succeed at Stage 1. Parents/Carers would be informed via the BfL team/Senior Form Tutors/Synergy.

- **Stage 3** (SLT) would follow Stage 2 and would focus on specific targets for the student to focus on to modify behaviour highlighted by the previous stage. A meeting with parents/carers would be arranged via the BfL Team/Head of Faculty. A stage 3 report card would be implemented for any student following a suspension.

- **Stage 4** (Pastoral Support Programme – PSP) would be implemented for a student who has repeatedly failed to achieve their Stage 3 targets/have failed an offsite direction or have had repeated suspensions.

Please refer to **Appendix 7**: 'Overview of target card system used at LHA'. Report Cards would normally run for a period of 2 to 4 weeks with a review at the end of each stage involving the student and parents/carers. Any behaviour incidents occurring during the monitoring periods must be logged on Synergy to provide further evidence should there be a need to take further action. Consequences will be imposed in line with each of the monitoring stages.

23. Internal Exclusion/Reflection Room

Where a student commits a serious breach of academy discipline or for repeated breaches they may be placed in the Reflection Room for a number of days. When returning from suspension students may spend some time in the Reflection Room. The Reflection Room will be supervised by staff and students will complete the work they would have done in the lessons that day. Only the BfL Team and the Senior Leadership Team will place or recommend a student to be placed in the Inclusion Unit.

24. Academy support systems/External Agency Support/SEND

At times some students may not respond to the LHA rewards and consequences which are imposed and may consistently display disruptive behaviour in academy. Multiagency assessments and support (including Section 19 support) can be utilised to support the student(s) and their families where it is deemed appropriate. Thrive assessments and mentoring sessions maybe considered to support students whose behaviours are a cause for concern.

Where SEND needs are identified for individual students, extra support will be put in place to support the student and family. Any student with SEND will be given extra consideration when implementing consequences, however this does not discount SEND students from the most severe consequences of Internal Exclusions, Suspensions, Off-Site Directions or Permanent exclusions.

25. External Exclusion (Suspension, or in extreme circumstances, Permanent Exclusion)

For particularly serious or repeated breaches of academy rules, students may be excluded from the academy for a set period known as a suspension (S) or a permanent exclusion (P/E). If a student is subject to a suspension, it is their parent/carers responsibility to supervise them for the first five days. From the 6th day onwards, the academy will arrange an alternative venue for the student to attend, usually at another local secondary academy or within the Reflection Room. Students who have received a suspension may spend further time in the Reflection Room/Aspire Hub on their return to school.

In very rare circumstances a permanent exclusion may be appropriate. Offenses involving drugs and/or offensive weapons and any physical attack on staff will always result in a permanent exclusion. In this case the local authority has the responsibility to find the student an alternative school.

Permanent exclusion is an extreme sanction and is only administered by the principal (or in the absence of the Principal, the Senior Assistant Vice-Principal - SAVP).

Further details on issues regarding exclusion are covered in the Exclusions policy (section 2).

26. Alternative Provision (AP) including Seclusion and Offsite Directions/Managed Transfers

Where a student has had repeated suspensions and they are at risk of being permanently excluded, alternative provision may be considered. AP could involve a seclusion to an alternative academy/school or an intervention placement to support and improve a student with their behaviour prior to reintegrating back into academy life. A long term/permanent placement to avoid a student being permanently excluded or an offsite direction/managed move to an alternative academy within the district, would be decided on an individual basis.

When a student (on roll at LHA/Dual registered) attends alternative provision or is on an offsite direction placement at an alternative school, their behaviour will still be supported/monitored through the LHA Behaviour for Learning Policy. If a placement in the alternative provision/offsite direction placement fails, decisions will be made by the Principal/SAVP whether to reintegrate the student back into LHA or permanently exclude.

Section 2 – Exclusion Policy

This policy deals with the practice and procedures which inform the academy's use of exclusion. It is underpinned by the shared commitment of all members of the academy community to achieve two important aims:

The first is to ensure the safety and well-being of all members of the academy, and to maintain an appropriate educational environment in which all students can learn and succeed;

The second is to realise the aim of reducing the need to use exclusion as a sanction.

1. **Introduction**

The decision to exclude a student will be taken in the following circumstances: -

In response to a serious breach of the Academy's Behaviour Policy.

If allowing the student to remain in the academy would seriously harm the education or welfare of the student or staff in the academy.

Exclusion is an extreme sanction and is only administered by the principal (or, in the absence of the Principal, the Senior Assistant Vice Principal).

Exclusion, whether fixed term (suspension) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Behaviour Policy.

- Verbal abuse to staff and other adults (including online)
- Verbal abuse to students (including online)
- Physical abuse/attack on staff
- Physical abuse/attack on students
- Indecent behaviour (including online)
- Damage to property
- Smoking/vaping or bringing cigarettes/vapes onto academy premises
- Drinking alcohol or bringing any alcohol onto the academy premises
- Bringing drugs or drugs related items or equipment onto academy premises
- Supplying an illegal drug
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Bringing an offensive weapon onto academy premises
- Arson

- False or malicious allegation against a member of staff or student (including online)
- Unacceptable behaviour which has previously been reported and for which academy consequences or any other interventions including off site directions/alternative provision placements have not been successful in modifying the student's behaviour.
- Failure to respond to PSP monitoring

This is not an exhaustive list and there may be other situations where the principal makes the judgement that a permanent exclusion is an appropriate sanction.

2. **Exclusion Procedure**

- Most exclusions are of a fixed term nature (suspensions) and are of short duration (usually between one and five days).
- The DfE regulations allow the principal to exclude a student for one or more fixed periods not exceeding 45 academy days in any one academy year.
- The Trustees have established arrangements to review promptly all permanent exclusions from the academy and all suspensions that would lead to a student being excluded for over 15 days in an academy term.
- The Trustees have established arrangements to review suspensions which would lead to a student being excluded for over five days but not over 15 days in an academy term where a parent/carer has expressed a wish to make representations.
- Following a suspension, parents/carers are contacted immediately where possible. The incident will be recorded on synergy and the local authority notified providing details of the suspension and the date the suspension ends. Parents/carers have a right to make representations to the Trustees and the LA as directed in the letter.
- A post suspension meeting with parents/carers will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team, BfL team and other staff where appropriate.
- It is academy practice to place the student on report to the BfL team to monitor behaviour and work. Time in the Academy's Reflection Room, can be used as a means to reintegrate a student who has served a suspension (suspension/failed off site direction).
- A suspension may take the form of an 'internal' exclusion, with the student being excluded into the Reflection Room. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.
- During a suspension where the student is to be at home, parents/carers are advised that the student is not allowed on the academy premises, and that daytime supervision is their

responsibility, as parents/carers. All student work will be accessed on the Classwork section of Synergy.

- Where a student is secluded to an alternative academy, they will attend the alternative academy for the specified number of days and work in their inclusion/isolation unit. The student will complete all work set by LHA and a post seclusion meeting with parents/carers will take place prior to the student going back into lessons.

3. **Permanent Exclusion**

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

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, 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, homophobic, misogynistic or sexualised bullying) including the use of social media.

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

- Serious actual or threatened violence against another student or a member of staff. This includes the use of social media/online activities.
- Sexual abuse or assault.
- Bringing drugs or drugs related items or equipment onto academy premises.
- Bringing an offensive weapon onto academy premises. *
- Arson.
- A very significant incident/issue that breaches the Behaviour policy as determined by the principal.

The academy will consider police involvement for any of the above offences.

**Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him/her/they for such use by him/her/they.'*

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

4. General factors the academy considers before making a decision to permanently exclude

Exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the academy or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period (suspension) the principal will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the student's behaviour, Equal Opportunity and Race Equality Policies.
- Allow the student to give her/his/their version of events where possible and appropriate.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Principal is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, permanent exclusion will be the outcome.

5. Alternatives to Exclusion

Alternative strategies to exclusion are included in the Behaviour for Learning Policy. The academy works closely with the LA, alternative provision (AP) and other secondary schools to undertake seclusion, off-site directions where a managed transfer could be considered and alternative provision placements where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents/carers to move their child to another school/academy.

Where students attend an alternative provision or an off-site direction, LHA retains oversight of the students receiving weekly attendance/punctuality, behaviour and progress reports from the school/AP. Half-termly face to face meetings are also complete by the BfL team to safeguard and support the individual students and ensure that the students voice is listened to and supported through their educational journey.

6. **Behaviour outside academy**

At LHA we are proud of our excellent reputation within the local community and beyond. Our students are ambassadors for our academy and carry with them LHA's reputation wherever we go.

Students' behaviour outside the academy on academy 'business' for example on the public buses, educational visits, away sports fixtures or a work experience placement is subject to the Academy's Behaviour for Learning Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in academy.

For behaviour outside the academy but not on academy business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body. If students' behaviour in the immediate vicinity of the academy or on a journey to and from academy is poor and meets the academy criteria for exclusion, the principal may decide to exclude.

Appendix 1 – Home-Academy Agreement

HOME/ACADEMY AGREEMENT

OUR ACADEMY'S AIMS AND CORE VALUES

This home/academy agreement is seen as an important partnership between the academy, its parents and carers and the students. This is in place to ensure the very best education is offered to all students regardless of their differences.

Our educational provision incorporates intellectual, moral, spiritual, social and emotional development and understanding within a framework of fairness, consistency, mutual respect and self-discipline.

ACADEMY'S AGREEMENT

Through the academies Core Values, we will:

- Provide all students with equal opportunities to achieve their full academic, social and personal development.
- Ensure students have access to a broad and balanced curriculum, which meets the requirements of Government legislation for Key Stages 3 and 4.
- Provide a stimulating educational community within which all students' individual needs are known, understood and met. This enables staff to provide a highly structured and responsive approach to each student's learning, whilst setting ambitious objectives to challenge their personal targets.
- Expect high standards of conduct, effort, presentation and attendance where students are rewarded through the Character Advancement Programme (CAP).
- Care for the well-being and safety of students by following the academy policies, which include the Anti-bullying and Child Protection/Safeguarding policies.
- Maintain a high level of discipline, exercised and administered in a firm, consistent and friendly manner within academy so that teaching and learning can take place. The LHA Core Values will be used to recognise students' achievements/consequences.
- Be open and welcoming to parents or carers, informing them about academy matters and the progress of their children through reports and regular communication. In addition, to contact parents or carers in the event of problems relating to attendance, conduct, effort or presentation.
- Provide appropriate homework in line with the LHA Quality of Education Guidance.
- Welcome, value and support our students as they make their transition to the world beyond academy.
- Involve outside agencies who can support our students in many different ways and throughout their time at academy.

Mrs J Butterworth
Principal

PARENT / CARER

I will:

- Respect and support the Academy's Core Values.
- Ensure that my child attends LHA regularly and on time.
- Contact the academy on the first day of my child's absence.
- Ensure my child wears appropriate academy uniform and supports the academy policies on hairstyles, make-up and jewellery.
- Support the academy's Behaviour for Learning Policy.
- Support the academy's Mobile Phone Policy.
- Support my child with their homework and any other home learning.
- Monitor and review my child's progress via Synergy daily.
- Endeavour to support my child's learning by attending parents' evenings or meetings.
- Inform the academy of any problems or concerns that may affect my child's work or behaviour.
- Ensure my child understands the importance of travelling to and from academy safely.
- Ensure my child gets in and out of vehicles in appropriate places and complies with any necessary parking restrictions around academy.
- Ensure my child acts responsibly outside of academy within the community and online.

Signature (Parent/Carer)

STUDENT

I will:

- Attend the academy regularly and on time, wearing approved academy uniform and with approved and appropriate PE kit and necessary equipment.
- Ensure that mobile phones are never used, seen or heard unless directed by a member of staff.
- Not bring inappropriate items into academy, such as e-cigarettes/vapes or lighters.
- Behave well in the academy and outside of academy in settings such as educational visits or college visits.
- Follow the academy's rules/LHA core values, policies and code of conduct and complete any sanctions which may be imposed.
- Work hard and complete all tasks required of me in the classroom, and with homework with the aim of achieving each of the CAP awards.
- Cooperate with staff and other students, showing determination to get the best out of my time at academy, whilst also aiming to enjoy myself and behave in a sensible manner.
- Respect other students and adults in academy and beyond and earn the respect of others in return.
- Respect all academy equipment and facilities to ensure good teaching and learning can take place in all areas of academy.
- Understand that all forms of bullying including verbal, physical or cyber will not be tolerated.
- Let an adult know if I have any problems or worries.
- Prepare for the world after academy and my role as a valued adult in the community.
- Travel to the academy in a sensible manner when on or near the road.
- Behave and act like a responsible citizen outside of academy within the community and online.

Signature (Student)

Appendix 2 – LHA Core Values

Our Core Values

At **Lostock Hall Academy**, we believe everyone should feel **included, supported and inspired to succeed**.

Our core values help us work together to build a positive school where everyone can **learn, grow and achieve their best**.



Accountability

We take responsibility for our actions and our future.

This means:

- Owning your behaviour and learning from your mistakes
- Understanding that your choices shape your future
- Believing you can achieve great things, whatever your starting point
- Following school rules and using technology responsibly



Respect

We treat everyone with kindness and value who they are.

This means:

- Using good manners and speaking politely
- Including others and listening to different ideas and opinions
- Celebrating differences and making everyone feel welcome

For yourself, it means:

- Being proud of who you are and how you present yourself
- Aiming high and celebrating your achievements
- Believing you can improve and get better (growth mindset)



Commitment

We work hard and stay focused on our goals.

This means:

- Taking pride in your appearance and representing the school well
- Aiming high and believing in your future
- Trying your best, even when things are difficult
- Being on time and in school every day, ready to learn



Teamwork

We achieve more when we work together.

This means:

- Taking part and doing your best in group activities
- Supporting and encouraging others
- Valuing everyone's strengths and contributions
- Understanding that everyone belongs and plays an important role



Integrity

We do the right thing, even when it isn't easy.

This means:

- Thinking about your choices and how they affect others
- Standing up for people if something isn't fair
- Making good decisions that help you and others succeed



Citizenship

We care about our school and our community.

This means:

- Looking after our school environment
- Being kind, helpful and inclusive to others
- Getting involved in school life and activities
- Representing our school positively and with pride

LHA
LOSTOCK HALL ACADEMY

Appendix 3 – LHA CAP awards

Character Advancement Programme 2026/27

What are the rewards?

All students must achieve the Silver CAP Award if they are to be invited on the end of year rewards visit/Year 11 prom.

Year 10/11 students must have their Silver Award if they want to apply to be a Prefect.

Year 10/11 students who want to apply for the Head Student/Senior Prefect roles must have their Silver/Gold Awards.

Students who have received their Bronze/Silver/Gold Awards will be prioritised for any residential educational visits.

Students who have received their Bronze/Silver/Gold Awards will also be prioritised to participate in the duke of Edinburgh Award Scheme.

Bronze Award

2 half terms achieving the Bronze CAP standards.
Entry to the end of term rewards prize draw.

Silver Award

4 half terms (Years 7-10)/ 3 half terms (Year 11) achieving the CAP standards. Students will be invited on the rewards visits/prom and entered into the raffle draw for 1 free reward ticket (1 per year group).
Entry to the end of term rewards prize draw.

Gold Award

6 half terms achieving the CAP standards. Students will be invited on the rewards visits/ Year 11 prom and entered into the raffle draw for 1 free reward ticket (1 per year group).
Entry to the end of term rewards prize draw.

Platinum Award

6 consecutive half terms (3 terms) achieving the CAP standards. Students will be invited on the rewards visits/prom and entered into the raffle draw for 1 free reward ticket (1 per year group).
Entry to the end of term rewards prize draw.

How do I achieve the CAP awards?

Bronze Award Standards

2 half terms of achieving the following criteria:

- Positive behaviour points total/balance on Synergy.
- 5 or less consequences per half term.
- Zero isolations/internal exclusions/suspensions in a half term.
- 95%+ attendance each half term.
- 2 lates or less per half term.

Silver Award Standards

4 half terms of achieving the following criteria:

- Positive behaviour points total/balance on Synergy.
- 5 or less consequences per half term.
- Regular participation in extra-curricular activity.
- Zero isolations/internal exclusions/suspensions in a half term.
- 95%+ attendance each half term.
- 1 late or less per half term.

Gold Award Standards

6 half terms of achieving the following criteria:

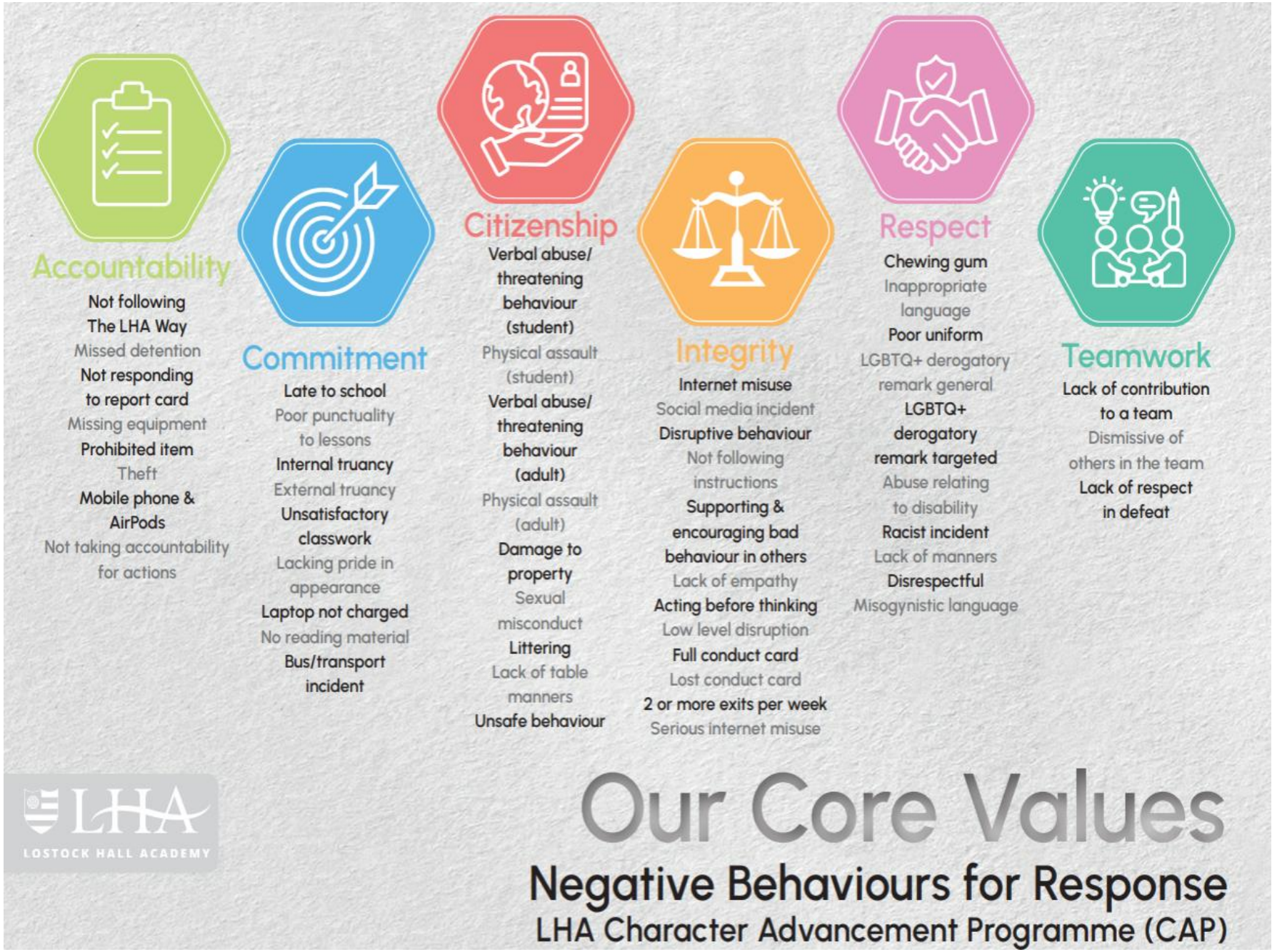
- Positive behaviour points total/balance on Synergy.
- 3 or less consequences per half term.
- Regular participation in extra-curricular activity.
- Zero isolations/internal exclusions/suspensions in a half term.
- 95%+ attendance each half term.
- Zero lates to school.

Platinum Award Standards

6 half terms of achieving the following criteria:

- Positive behaviour points total/balance on Synergy.
- 2 or less consequences per half term.
- Regular participation in extra-curricular activity.
- Volunteering.
- Zero isolations/internal exclusions/suspensions in a term.
- 95%+ attendance each half term.
- Zero lates to school.


Accountability
Responding to report card targets
Improved behaviour
Accepting responsibility for your actions
Good behaviour
Principal commendation
Respect
Uniform worn correctly
Respectful language
Good manners
Respectful attitude towards different groups of people
Celebrating others' achievements
Respecting self through a growth mindset
Respect for the environment
Principal commendation
Commitment
Good effort
Subject award
Equipment check
Clean conduct card (unsigned)
100% attendance (half term)
100% attendance (full term)
97% School target met
Attendance recognition
Punctuality
Taking pride in appearance
Dedication to studies
Resilience
Laptop charged
Reading for personal development
Reading Plus
Good classwork
Good commitment
Fantastic improvement
Absolute superstar
Principal commendation
Teamwork
Good contribution
Regular club attendance
Represented the school at an event
Supporting others in a team
Participation in a team
Leadership of a team
Assisting with primary school events
Principal commendation
Integrity
Distancing self from poor behaviour
Making a good decision
Speaking up for others
Questioning others' behaviour
Being thoughtful before taking action
Being independent in thinking
Showing empathy
Good conduct
Principal commendation
Citizenship
Helping others
Prefect duties
School council
Assisted at a school event
Taking care of the school environment
Role modelling positive behaviour
Taking on a responsibility that aids the school
Duty Team
Picking up litter that is not yours
Being involved in charity work
Good table manners
Work experience/ take your child to work day
Principal commendation
LHA
LOSTOCK HALL ACADEMY
Our Core Values
Positive Behaviours for Rewarding
LHA Character Advancement Programme (CAP)


Accountability
Not following The LHA Way
Missed detention
Not responding to report card
Missing equipment
Prohibited item
Theft
Mobile phone & AirPods
Not taking accountability for actions
Commitment
Late to school
Poor punctuality to lessons
Internal truancy
External truancy
Unsatisfactory classwork
Lacking pride in appearance
Laptop not charged
No reading material
Bus/transport incident
Citizenship
Verbal abuse/ threatening behaviour (student)
Physical assault (student)
Verbal abuse/ threatening behaviour (adult)
Physical assault (adult)
Damage to property
Sexual misconduct
Littering
Lack of table manners
Unsafe behaviour
Integrity
Internet misuse
Social media incident
Disruptive behaviour
Not following instructions
Supporting & encouraging bad behaviour in others
Lack of empathy
Acting before thinking
Low level disruption
Full conduct card
Lost conduct card
2 or more exits per week
Serious internet misuse
Respect
Chewing gum
Inappropriate language
Poor uniform
LGBTQ+ derogatory remark general
LGBTQ+ derogatory remark targeted
Abuse relating to disability
Racist incident
Lack of manners
Disrespectful
Misogynistic language
Teamwork
Lack of contribution to a team
Dismissive of others in the team
Lack of respect in defeat
LHA
LOSTOCK HALL ACADEMY
Our Core Values
Negative Behaviours for Response
LHA Character Advancement Programme (CAP)

Appendix 4 – Ready to Learn Checklist

Ready to Learn Checklist

LHA
LOSTOCK HALL ACADEMY

LOSTOCK HALL ACADEMY STUDENTS WILL:

- ☑ Be on time for lessons.
- ☑ Stand in an orderly line outside the classroom and enter the room in silence.
- ☑ Stand behind their chairs in silence at the beginning of the lesson and follow the entry routine into the room.
- ☑ Put their bag on the classroom floor in a safe place.
- ☑ Have the correct equipment for the lesson including fully charged laptop and pencil case and respect the equipment/facilities in the classroom.
- ☑ Follow the seating plan and sit in the correct place in all lessons.
- ☑ Take a growth mindset approach to lessons, offering contributions and participating.
- ☑ Consider the impact of their words and actions and treat others with respect.
- ☑ Accept that respecting others includes accepting differences in opinion.
- ☑ Be silent and engage in quality listening when the teacher or a selected student is talking.

LOSTOCK HALL ACADEMY STAFF WILL:

- ☑ Meet and greet students at the classroom door/line up point.
- ☑ Check student uniform and ensure that students' outdoor clothing is removed before entry into the classroom.
- ☑ Ensure that students enter the classroom in a calm orderly manner.
- ☑ Check student equipment and ensure that all classroom equipment is cared for and respected by all students.
- ☑ Engage students in a starter activity at the beginning of all lessons.
- ☑ Follow the LHA Way, taking steps to reward and sanction students in accordance with the system.
- ☑ Ensure an orderly dismissal, e.g. students stand behind their chair in silence and are invited to leave row by row.
- ☑ Monitor student behaviour and conduct in the corridor following lessons.

Appendix 5 – The LHA Way

The LHA Way

LHA
LOSTOCK HALL ACADEMY

I will arrive ready to learn for all of my lessons

I will follow all staff instructions at all times in school

I will do my best and encourage others to do their best

I will respect everyone's right to learn in the classroom

REWARDS

IF YOU FOLLOW THE LHA WAY YOU WILL BE REWARDED WITH:

- Praise, positive recognition and achievement points
- C.A.P. Awards
- Certificates and vouchers in reward assemblies
- Good behaviour visits · Great personal progress

CONSEQUENCES

IF YOU DO NOT FOLLOW THE LHA WAY YOU WILL RECEIVE A CONSEQUENCE

Conduct Card (Teacher action)	Class teacher to follow the 3 C's - Chance, Choice, Consequece Conduct Card to be signed by the class teacher/member of staff but not recorded on Synergy
Tier A (Teacher action)	Class teacher to record Tier A incident on Synergy 10 minute subject lunchtime detention to be scheduled
Tier B (Teacher action)	Class teacher to record Tier B incident on Synergy 20 minute subject lunchtime detention to be scheduled
Tier C (Teacher action)	Class teacher to record Tier C incident on Synergy 30 minute subject after school detention to be scheduled
Tier D (Teacher action) (BfL Action) (HoF Action)	Curriculum Lead & Head of Faculty to be informed Class teacher to record Tier D incident on Synergy 45 minute faculty (Creative, Global, STEM) after school detention to be scheduled (for the following Monday)
Tier E (Teacher action) (BfL Action) (HoF Action)	If poor student behaviour continues the member of staff to trigger a BfL callout and the BfL Team will remove the student and place in reflection for the remainder of the lesson Curriculum Lead & Head of Faculty to be informed BfL staff to record Tier E incident on Synergy 60 minute SLT after school detention to be scheduled (for the following Thursday)

It is at the class teacher's discretion as to which tier is appropriate
** If a student receives two callouts in a day, they will remain in Reflection. If the second callout happens P3, P4 or P5, the student will be placed in Reflection on the following day. **

LOSTOCK HALL ACADEMY

Student Cumulative Half-Termly Model Behaviour System (CBS)



Form Tutor Action:

3 sanctions (reflection opportunity) - Synergy 1:1 warning message home regarding CAP criteria, Raising Achievement Card & SFT Tier D detention
6 sanctions (action) - Bronze CAP criteria failed, Raising Achievement Card started (3 weeks) & SFT Tier D detention logged

Senior Form Tutor Action:

10 sanctions (reflection opportunity) - Synergy 1:1 warning message home regarding Stage 1 Monitoring Card & SLT Tier E detention
13 sanctions (action) - Stage 1 Monitoring Card started (3 weeks) & SLT Tier E detention logged

BfL/SFT Team Action:

17 sanctions (reflection opportunity) - Synergy 1:1 warning message home regarding parental meeting, Stage 2 Monitoring Card & 1-day Reflection
20 sanctions (action) - Parental meeting with BfL/SFT, Stage 2 Monitoring Card started (3 weeks), 1-day Reflection logged & student loses opportunity to reset next half-term

Senior Leader Action:

24 sanctions (reflection opportunity) - Synergy 1:1 warning message home regarding 2nd parental meeting & Internal Exclusion
27 sanctions (action) - Parents invited in for meeting with JD, Stage 2 Monitoring Card continued (3 weeks), Internal Exclusion logged

Senior Assistant Vice Principal Action:

31 sanctions (reflection opportunity) - Synergy 1:1 warning message home regarding 3rd parental meeting, Stage 3 Monitoring Card & Internal Exclusion (2 days)
34 sanctions (action) - Parents invited in for meeting with NGC, Stage 3 Monitoring Card started (3 weeks), 2-day Internal Exclusion logged

Principal Action:

38 sanctions (reflection opportunity) - Synergy 1:1 warning message home regarding 4th parental meeting, Stage 3 Monitoring Card & suspension
41 sanctions (action) - Parents invited in for meeting with JAB, Stage 3 Monitoring Card continued (3 weeks), Suspension logged



Senior Leadership Team Action:

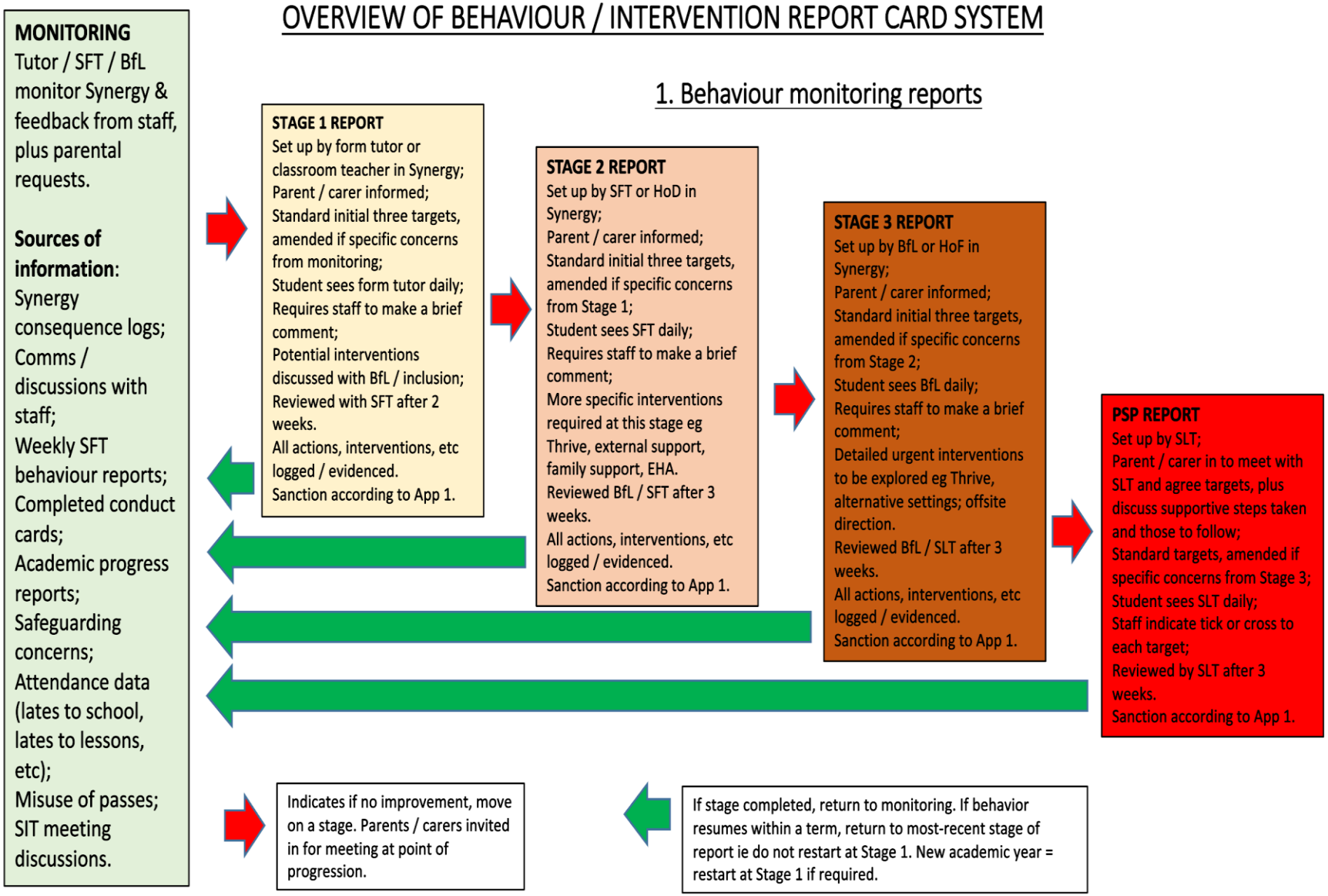
42+ sanctions (action) - Recommended for off-site direction or permanent exclusion

*Once the threshold of Isolation has been reached (20 sanctions), student loses the opportunity for a reset in the next half-term
** Supportive adaptations to be considered for students with a formal SEND diagnosis linked to behaviour

Appendix 7 – LHA Academy rules



Appendix 8 – Overview of the Target Card System and Report Card Consequences



Appendix 8 – Overview of the Target Card System and Report Card Consequences

OVERVIEW OF BEHAVIOUR / INTERVENTION REPORT CARD SYSTEM

2. Academic intervention / monitoring reports

MONITORING
Tutor / SFT / BfL monitor

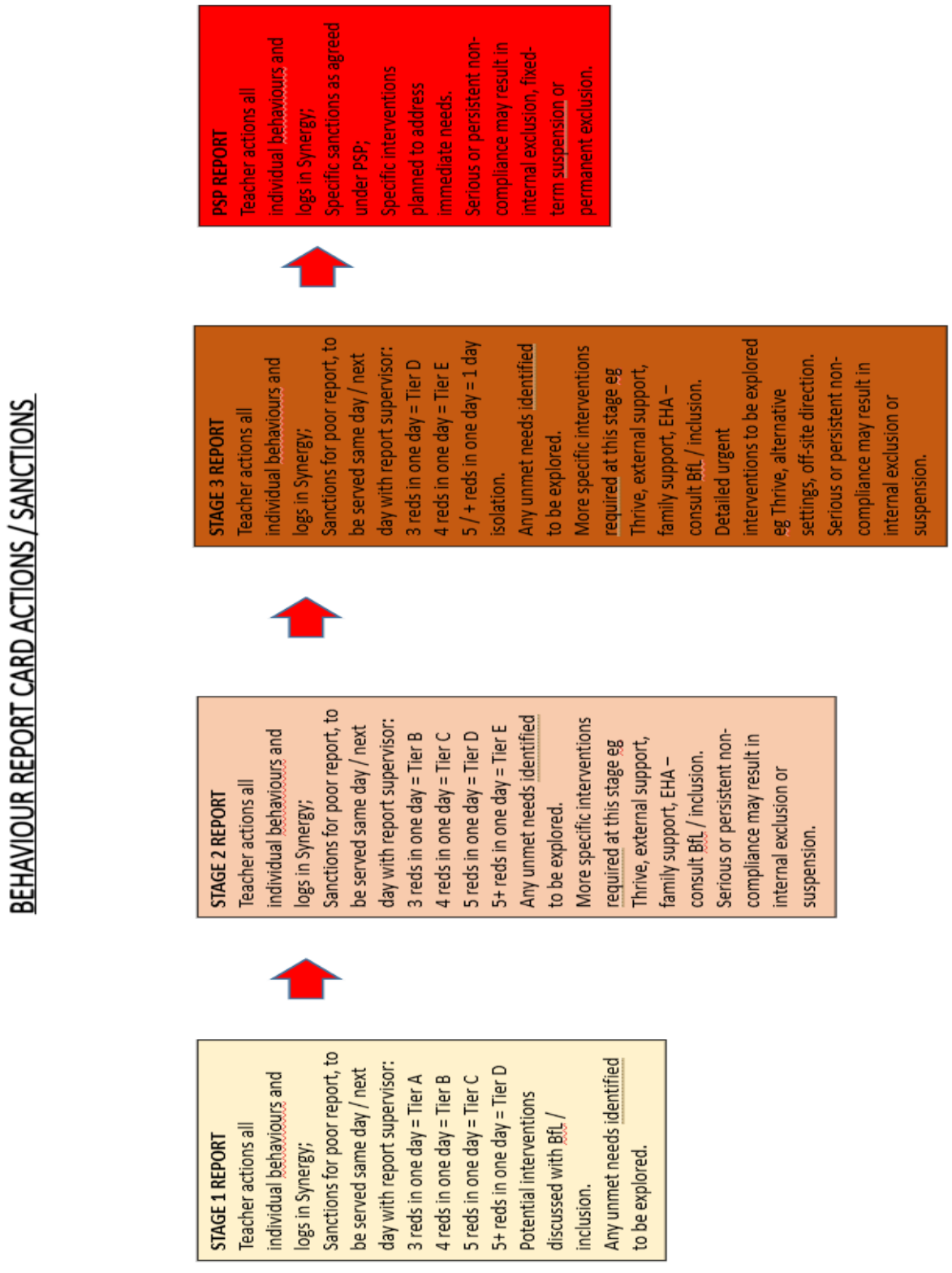
Sources of information:
Synergy consequence logs;
Synergy achievement logs (very low numbers of achievement points compared with peers);
Comms / discussions with staff;
Weekly SFT behaviour reports;
Safeguarding concerns;
Completed conduct cards;
Academic progress reports;
Attendance data (lates to school, lates to lessons, etc);
Misuse of passes;
SIT meeting discussions.

RAISING ACHIEVEMENT REPORT
Set up by form tutor, or subject teacher, or HoD, or HoF (latter if specific to that lesson, D or F);
Standard initial three targets linked to academic achievement – specific things to do / try in class (designed to drive engagement / improve academic achievement by setting specific achievable but ambitious targets in class);
Student sees report supervisor weekly to review;
Requires staff to make a brief comment;
Reviewed with supervisor after 3 weeks or after further formative or summative assessment (measure of progress) as appropriate – targets renewed or return to monitoring.

If further intervention required, consider whether an adapted Raising Achievement report is appropriate, or a Stage 1 behaviour report. Consult BfL.

If all good at review, return to monitoring

Appendix 8 – Overview of the Target Card System and Report Card Consequences



Appendix 9 – Student and parent/carer guidance for remote learning

LOSTOCK HALL ACADEMY

A Student Guide to Remote Learning

BEING READY TO LEARN

- ✓ Be up, dressed and breakfasted **by 8.15am.** You do not need to wear your school uniform but you should not be wearing your pyjamas in live remote lessons.
- ✓ Set up your work area in a **quiet place in the house** (preferably at a desk).
- ✓ Have your **equipment** for the day at hand – laptop, exercise books, rough book/paper and stationery.
- ✓ **Log on to Synergy** and check your timetable for the day. Have you got the right equipment ready?
- ✓ **Review the work set for the day**. Note which lessons are being conducted through materials set, e.g. follow the PowerPoint or recorded video and which lessons are live lessons. **It is very important that you join live lessons on time – consider setting a reminder on your phone**.
- ✓ Log on to Office365 and check your **school email** account for messages.
- ✓ At 8.40am you will need to **follow the Zoom link on the student bulletin to your morning tutor session**. In this session you will be able to tell your tutor about any online learning issues you have.

USING CLASS WORK ON SYNERGY

- ✓ Go to the **Class Work** area of Synergy for a subject, either by double clicking on your timetable or by using the 'Class Work' tab at the top of your home page.
- ✓ **Read the work set carefully** and check for audio explanations of the work set.
- ✓ Use the add comment feature to ask your **teacher questions** about the work.
- ✓ Remember that your **Office 365 account** will give you access to the software to produce high quality work that can be attached to Synergy.
- ✓ When completing work, ensure that you **keep saving it**. This means you will not 'lose your work'.
- ✓ Upload your work to Synergy when asked to do so by clicking on the **'Add Comment/Files'** area.
- ✓ Remember that your **teacher can review** your activity in Synergy.
- ✓ Please remember, if you are isolating and feeling well you are expected to complete the work set for you on Class Work in Synergy

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LOSTOCK HALL ACADEMY

A Student Guide to Remote Learning

USING ZOOM FOR LIVE LESSONS

- ✓ If your teacher is going to teach a live lesson, they will post the **joining code** in the class work area of Synergy. **Never share** this code with any one else.
- ✓ If you are using a laptop, you will need to copy and paste the **URL address** into your internet browser. This will take you directly to the lesson.
- ✓ If you are using a tablet or phone, you will need to **download the app**. You should then use the joining codes to enter the lesson.
- ✓ You should be in a **suitable place for your lesson**. You should think carefully about what others may see and aim to depersonalise your space, e.g. sit in front of a wall.
- ✓ Zoom will place you in a **waiting room** until the lesson begins. Please be patient—your teacher will be admitting students one by one and **confirming identities**.
- ✓ When you are admitted to the lesson you must have your **video on**. Your mic will be on mute until the teacher asks you to speak.
- ✓ Your teacher will take a register of attendance and remind you that **all live lessons are recorded** and that senior leaders may 'drop in' to the lesson. These are safeguarding precautions to ensure everyone's online safety and effective learning.
- ✓ **The LHA Way applies in Zoom lesson**. Be respectful of each other, follow teacher instruction, engage in lessons, try your best and make the most of the learning opportunity.
- ✓ If the teacher has the chat feature enabled, it can be used for **sensible questions** to the teacher only.
- ✓ You are **not permitted to record** any still or moving images in a Zoom lesson.

zoom



SCHOOL SYNERGY

Office 365

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LHA
LOSTOCK HALL ACADEMY

A Parent Guide to Remote Learning

IS YOUR CHILD READY TO LEARN?

Please support your child with organising themselves for the day ahead by:

- ✓ Asking them to be dressed and breakfasted **by 8.15am**. They do not need to wear their school uniform but should be wearing suitable clothing for live lessons.
- ✓ Finding them a **quiet place in the house** with a desk or table, where possible.
- ✓ Checking they have their equipment for the day at hand – laptop, exercise books, rough book/paper and stationery.
- ✓ **Checking that your child has logged on to Synergy**. They will be **following their timetable throughout the day**, engaging in set pieces of work, recorded lessons and some live lessons.
- ✓ **Reviewing the work set** for the day with your child. Have they got everything they need to engage in these lessons effectively?
- ✓ Reminding them to check their **school email account** each morning, by logging into Office365.
- ✓ Your child will be asked to join a live tutor session each morning, by following the **zoom link on the student bulletin**. This is your child's opportunity to ask general questions about online learning and inform us of any issues.
- ✓ **Emailing the teacher directly or sending a message via Synergy** if there are any issues with the work set. They may be teaching but will respond as soon as they can.
- ✓ Any **issues with logging in** to Synergy should be directed to our Senior ICT Technician –
- ✓ Email: s.aunger@lostockhallacademy.org
- ✓ Please also check your own School Synergy account daily for the most up to date information about school arrangements and your child's learning.

CLASS WORK ON SYNERGY

Students have received lessons on how to use Synergy in school, however, if your child is struggling in any way here are some support tips:

- ✓ Read the **'Student Guide to Remote Learning'** and the **'Synergy Guide to Class Work and Homework'** with your child. These documents can also be found in the bulletin area of your child's Synergy account.
- ✓ Students have **access to software** that enables them to produce high quality work online through their school Office 365 account. Once they have logged onto their email the dots/ tiles in the top left hand corner take you to the different software.

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