



Leigh Academy Mascalls Behaviour Policy

September 2025
To be reviewed September
2026

Information for Stakeholders at Leigh Academy Mascalls

At Leigh Academy Mascalls we are committed to provide an inclusive community where all students can flourish. This behaviour policy outlines our expectations for creating a positive environment that allows everyone to reach their full potential. Our core values are the foundation of everything we do. We believe in nurturing a culture where curiosity is encouraged, respect is paramount, challenges are embraced, and kindness underpins all interactions. This policy provides a clear framework for expected behaviours, both inside and outside the classroom. It details how we celebrate students who exemplify our core values, as well as the consequences for behaviour that falls short of our expectations. We believe in a consistent and fair approach, ensuring everyone understands their role in creating a successful learning environment. By working together, we can ensure all students at Leigh Academy Mascalls have a rewarding and successful experience.

AIMS

At Leigh Academy Mascalls, we believe in fostering a positive culture that celebrates excellent behaviour. This ensures a calm, safe, and supportive environment where all students can thrive.

Our Approach: We take a whole-school approach to maintaining high behavioural standards. These standards uphold our core academy values:

- Be Honest and Respectful
- Maintain a Safe and Supportive Environment
- Do Your Best
- Have High Expectations
- Stay Positive and Enjoy Learning

At Leigh Academy Mascalls building and maintaining positive relationships is at the core of what takes place in the classroom, around the Academy site and within the local community. Relationships are what

create and support a successful society. It is important to equip all students with the skills to recognise and manage positive relationships in their teenage years and for these skills to support them into adulthood. Our policy aims to underpin this development and management of relationships for our young people through the effective management of their behaviour. Students have the right to learn in a safe, orderly environment and the Academy staff, governing body and Academy leaders are committed to creating a secure environment in which teachers may teach, and students learn.

Our Expectations and Consequences:

This policy clearly outlines:

- Expected behaviour: What good conduct looks like for students in various academy settings.
- Consequences: The appropriate responses to unacceptable behaviour, including bullying and discrimination.

Consistency and Fairness: We ensure a consistent approach to behaviour management, applied fairly to all students and without bias.

Unacceptable Behaviour: This policy defines what constitutes unacceptable behaviour, including bullying and discrimination.

Implementation:

Our behaviour policy emphasises:

- High expectations for attendance, learning attitudes, cooperation, and respect.
- Pride in appearance and conduct.
- Disciplinary consequences for inappropriate actions beyond the academy gates, at Leigh Academy Mascalls discretion.

Legislation, statutory requirements and statutory guidance:

Following the Law and Best Practices:

This behaviour policy adheres to relevant legislation, statutory requirements, and Department for Education (DfE) guidance. We recognise that behaviour management can be complex, and educators are empowered to use their professional judgement within this framework. This approach allows educators to address the individual needs of students while maintaining Leigh Academy Mascalls high expectations for behaviour.

- [Behaviour and discipline in schools 2024](#)
- [Searching, screening and confiscation at school 2023](#)
- [The Equality Act 2010](#)
- [Keeping children safe in Education 2024](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Recognising and Rewarding Success at Leigh Academy Mascalls

At Leigh Academy Mascalls we acknowledge the importance of praise and its place in building relationships between our students and teachers. Praise rewards the deserving and can inspire those who from time to time may be struggling and enables students to feel recognised for their hard work and contributions to our community. Seeking ways to reward and celebrate students' achievements must be at the heart of our teaching.

We must ensure that students of all ability levels and in all year groups can benefit from our rewards processes and that there is a consistent application across Subjects, Key Stages, Year Groups and Colleges. We believe that good behaviour is dependent on high self-esteem and that a consistently applied and generous system of rewards, as well as a system of sanctions, is fundamental to achieving this. We want students to feel proud of their achievements and to thrive in a positive and rewarding environment. Teachers act as role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

Whole School Recognition

We have two whole school methods of delivering positive feedback to students of Leigh Academy Mascalls.

Students are formally presented with a range of badges and certificates in recognition of their achievement during college assemblies.

1. Community Celebrations – students are rewarded for their contribution to the school and wider community. KS3 and 4 students receive attendance badges, reward point certificates and advisor certificates.
2. Achievement Celebrations – students awarded for academic achievement. Students receive bronze, silver and gold badges at set thresholds throughout the Academic year. Those who have excelled in sport and performing arts are presented with colours.

REWARDS PROGRAMME 2025/26

Module	Focus
1	Character Attendance/Advisor Awards/Open Event Guides
2	Achievement Performance Colours & Academic Achievement
3	Character Attendance/Advisor Awards/Behaviour Points
4	Achievement Performance Colours & Academic Achievement

College Recognition

- Attendance - Each Module the advisory with the highest attendance in each year group will be rewarded with a whole school food and entertainments event.
- Behaviour - Each Module the advisory with the most positive reward points in each year group will be rewarded with a whole school food and entertainments event.
- Individuals – Each college will celebrate a ‘Star of the Week’ from each year group known as ‘MasStars’. At the end of each module these students are recognised with a reward event.

Individual Recognition

1. Reward Points - The primary method of recognising achievement in lessons is by rewarding points
2. Golden Tickets- Teachers issue a maximum of 1 golden ticket per day to a student who goes above and beyond.
3. Heads of College will share individual recognitions at the beginning of each College assembly and a MasStar from each year group at the end of each assembly.

A variety of other methods of rewarding achievement exist at the Academy such as:

- Verbal Praise
- Email or letter home
- Positive phone calls home
- Public display of high quality work

Generally, as a standard part of every lesson we will look for ways to find students doing things well. We will praise them for this. We will ensure that the quiet, compliant student is not overlooked.

INTER-COLLEGE COMPETITION

At Leigh Academy Mascalls we value the spirit of healthy competition between students. It is our aim that students aspire to be the best they can be in all areas of Academy life, this will include Sporting, Academic and Creative Challenges.

All students and staff will compete throughout the year for the Leigh Academy Mascalls Inter-College Cup. Each subject department runs a college competition throughout the academic year which culminates in sports day during module 6. Reward points are added to points accrued for winning college competitions. The winning college is then presented with the College Cup during our ‘onmas’ festival. ‘Onmas’ is a music and performance festival that rewards students for their effort and achievement throughout the entire year.

Objectives

1. Engender a healthy spirit of competition between colleges.
2. Raise the profile of academic, sporting and creative excellence across the academy.
3. Students value academic success in line with sporting achievements.
4. Improve participation in Academy Sport.
5. Continue to raise staff and student morale and expectations.

SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

EQUIPMENT

Students are expected to have with them at all times the following items:

- Pencil case containing a black pen, green pen, pencil, rubber, ruler, protractor
- Scientific calculator
- A protective case which is large enough to carry their Google Chromebook

In addition to these items, all students are expected to bring their Google Chromebook to school each day. The Chromebook should be fully charged.

Students are able to access many of these items at the 'Ready to learn' gate at the start of the day.

CHROMEBOOKS

The Leigh Academy Mascalls 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home.

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the [Chromebook loan agreement 2025-26](#), as well as the [Chromebook Acceptable Use Agreement](#). Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

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

Chromebook Issue	Consequence
Chromebook use causes distraction	Use of 3 R's
Not bringing Chromebook to the Academy	Conduct card signature - 1st time 50 minute College after school detention 2nd time

Accessing inappropriate sites including social media, chat rooms or gaming sites	50 minute College after school detention Internet ban for a period of time
Anti-social online behaviour: harassment, intimidation or bullying via chromebooks will be dealt with in line with the Academy behaviour policy.	50 minute College after school detention Internet ban for a period of time
Graffiti / Personalisation of Chromebook	50 minute College after school detention (minimum sanction) Photograph sent home to family
Purposeful physical damage to Chromebook e.g removing keys	50 minute College after school detention (minimum sanction) Photograph sent home to family

MOBILE PHONE

Mobile Phones/headphones/electronic devices - when students arrive for the academy day mobile phones, ear/headphones and other electronic devices should be switched off and placed in bags. They must not be out during the day both in lessons and unstructured time. Where students have mobile phones out, they will be confiscated. Confiscated phones can be collected at the end of the academy day from College Offices. Where a student persistently breaks this rule confiscated phones will be returned to parents/carers or kept in a safe within the student's college office. Persistent noncompliance with the academy mobile phone rules will result in phones being handed in to the college office each day. The academy does not take responsibility for loss or damage to any electronic devices brought into the academy.

UNIFORM

Please click [here](#) for the full uniform list. All students should wear full uniform at all times around the school site. Jumpers do not have to be worn at all times but blazers must be worn. **If there are any changes due to exceptional weather, parents and students will be informed of these by the Academy.**

- Shoes should be black leather for both boys and girls and no trainers are allowed. If a student is required to wear trainers, a medical note will be required and this will need to be re-evidenced in every module.
- One pair of small, plain gold or silver stud earrings - one plain stud in the lobe of each ear (no diamante or hoops) Inappropriate jewellery will be confiscated and returned at the end of each module.
- No make-up for years 7/8/9 and must be removed if requested. Discreet make-up for year 10/11
- No nail varnish in any year
- No acrylic nails
- No fake eyelashes
- No fake tan
- Girls should not roll their skirts
- Socks should not be above the ankles and should be plain to include no branding.

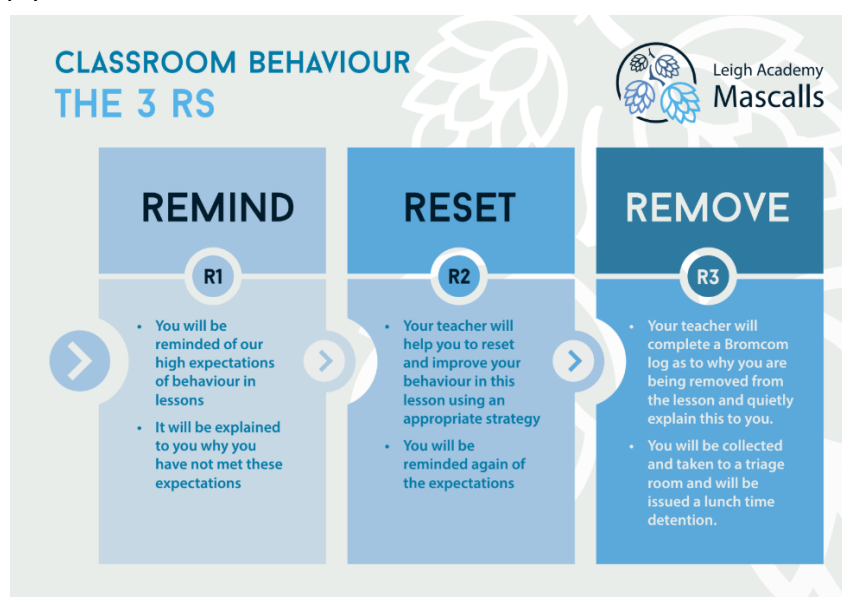
Any of the above issues that are not rectified will result in the student being taken to 'Ready To Learn', parents called to help resolve the issue. If the issue remains unresolved, the student will be escorted to our Inclusion provision until an appropriate resolution is agreed with the student and/or parent. Failure to engage in this process will lead to an escalation of sanctions in accordance with the Academy's behaviour policy. **The Academy will have some spare uniform which students can borrow and will therefore be able to attend lessons.**

DEALING WITH MINOR OFFENCES

A Negative log should be entered electronically on BromCom by any member of staff to record an incident of 'unacceptable' behaviour. It should not be used for 'general information'. These are visible to parents via the BromCom Parent App.

INSIDE THE CLASSROOM

All staff are given clear guidance on how to use our procedure for using assertive discipline techniques to manage low level disruption in the classroom. We believe that all lessons should be 'disruption free', to enable high quality teaching and learning to take place. Our approach when classroom rules are broken is to apply our 3R's Model:



- **Remind** - We understand mistakes happen. A friendly reminder can refocus students and get them back on track. This might include:
 - A nonverbal cue from the teacher
 - A quiet word reminding the student of expectations
 - Moving closer to the student (Gentle redirection)

Examples of behaviours addressed at this stage:

- Disruptive behaviour
- Not following instructions immediately

- Calling out
- Not completing work
- Rudeness
- **Reset** - allow students a short period to reset their behaviour. (Clear direction and support)

If a student doesn't respond to the initial reminder, the teacher will move to the "Reset" stage. This is a final chance for the student to get back on track with clear, non-negotiable guidance.

This might include:

- Confiscating distracting items
- Adjusting the student's seating
- A quiet chat to allow reflection and refocusing behaviours addressed at this stage:
- Continued disruption after a reminder
- **Remove** - If a student continues to disrupt after both reminders and reset, they will be removed from class.

This involves:

- Being escorted to the triage room following an R3 removal log on Bromcom
- Completing literacy based tasks on paper in A7
- Parent/Carer communication via Bromcom log (including detention details)

Behaviours addressed at this stage:

- Continued disruption after both reminder and reset

When a student is removed from a lesson they will be issued a lunchtime detention for the following day. The detention will be centralised with the student's college team and will run for 20 minutes from 12.50pm-1.10pm in order to allow time for the students to collect their lunch. If a student is late or misbehaves during the detention then an escalation will occur.

Maintaining a Positive Learning Environment

At Leigh Academy Mascalls, we prioritise a positive and productive learning environment for all students. While teachers utilise various de-escalation strategies, there may be rare occasions where additional support is needed.

Duty Support: In such situations, teachers may reach out to the duty team for assistance. The duty staff member will work with the teacher and student to find a solution that restores a positive learning environment.

Consistency and uniformity are the key to successful implementation of the policy.

Triage Room: If a student needs temporary removal from the classroom, they will be placed in the Triage room (A7). Here, they will complete assigned work and reflect on the incident. If the behaviour in the Triage Room is disruptive then students will be removed to the Inclusion Room. There may be occasions whereby a student stays in the Triage room for more than one lesson.

Investigation and Follow-Up:

Behaviour incidents in the academy are thoroughly investigated, and appropriate sanctions are implemented.

Sanctions and communication:

Engagement with learning is our primary aim and for most students, a simple reminder of our behaviour expectations is all that is needed. Staff will use their professional judgement when selecting an appropriate sanction. Below are a range of common sanctions used by the Academy:

- Communication with parents/carers: This could be through a telephone conversation, email, MCAS, letter or meeting.

- Negative Behaviour points: These will be given to students who do not meet the expectations of the Academy. The Head of Pastoral and the Student Support Managers closely monitor those that gain these points and will take action accordingly. Each point gained has a -1 impact on their conduct score (for some behaviour events the scores vary).

- Parental meetings: parents/carers may be required to attend a meeting to discuss the conduct of the student and look to triangulate a resolve with the student, parent and the academy. This meeting may result in the initiation of a School Based Plan which acts as a structured support discussion with actions.

- After school detentions: The academy will issue detentions for incidents that happen during the school day, these will be either 50 (college) or 90 (centralised) minutes. All detentions that occur after school will be held the following day to enable time for transport to be arranged (parents/carers will receive a MCAS notification if an after school detention is required).

- Triage: One Triage room (A7) runs throughout the day at Leigh Academy Mascalls. If a student is removed from a lesson then they spend the rest of the lesson in this space or longer if appropriate. Triage is also used if a student has been found truanting.

- Inclusion: Where students have not attended a 90 minute detention, they will automatically be placed in the inclusion room until 4.00pm the next day (or next available day). The inclusion room is also used for other incidents or whilst a child is pending the outcome of an investigation. Inclusion runs from 9.10am-4.00pm everyday.

- School report: Where we feel a student's attitude or behaviour needs to be tracked and monitored they will be put onto a school report.

- Internal exclusion at another school: Students can also be placed in another school as an alternative to suspension. This will be used in response to serious misconduct, including persistently failing to follow instructions, defiance or truancy. This is used as an alternative to formal suspension. If a student misbehaves during these internal/external exclusions, they may be formally suspended.

- Off Site Direction: Off-site direction is a tool (WKLF) used to support students in improving their behaviour and preventing further issues. It involves temporarily placing a student in an alternative educational setting outside their current school. When a pupil attends another education setting to

improve their behaviour a proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction with the view to that transfer becoming permanent (usually 12 weeks).

- Governor panel meeting: If a student's conduct is seriously impacting the learning of others or undermining the smooth day to day running of school operation, a governor meeting may be initiated. This will involve inviting parents to a supportive meeting with the school governor(s) and member(s) of the senior leadership team to discuss strategies to ensure positive conduct and the consequences that may occur subsequently.

Here are some scenarios where off-site direction might be considered:

Following a suspension for physical altercations:

When students need time apart to cool down and prevent further conflict, off-site direction can provide a safe space for them to continue their education.

To address ongoing behavioural problems:

If in-school interventions haven't been successful, off-site direction can offer a different environment and approach to help the student get back on track.

After a suspension for bullying:

To ensure the safety of both the victim and the bully, off-site direction can provide a temporary separation while addressing the underlying issues.

Following a suspension for inappropriate behaviour:

When a student exhibits concerning behaviour of a sexual nature, off-site direction can offer a chance for evaluation and support in a controlled setting. It's important to remember that off-site direction is not a punishment, but rather a strategy to improve a student's behaviour and help them succeed in school.

CONSEQUENCE ESCALATIONS

The following table aims to outline a range of behaviour examples and probable sanctions. This is a guide and Leigh Academy Mascalls reserves the right to make adjustments based on information presented to them.

	Inclusion Room	Triage Room	College
Consequence	Behaviour	Behaviour	Behaviour
Lunch			Lesson removal consequence and conduct card accumulation (2 signatures per day).
			5 R2 accumulations in a Module
50 Minute College Detention			Failure to attend College lunch detention. 3 staff signatures on a conduct card in one day. No conduct card when asked. Lost conduct card Refusal to hand conduct card over.
			10 R2 accumulations in a Module
90 Minute Centralised Detention			Failure to attend College after school detention 6 staff signatures on a conduct card in a week
Lesson in TR		Lesson Exit Immediate Compliance	
2 Lessons in TR		Lesson Exit Compliant after assistance	

1 day IR	Detention accumulation		
	2 Lesson exits during the same day		
	Accumulation of R3's in a Module 3 removals - 1 day in IR		
	Accumulation of R2's in a module (15 +)		
	Failure to hand a mobile phone over to a member of staff when requested.		
	Not Compliant in TR		
	Swearing about staff		
	Stealing and lying about it		
	Persistent disruptive behaviour		
	Minor vandalism		
	Altercation minor - pushing/shoving		
	Purposeful Chromebook damage if deemed sanction needed beyond detention		
	Truancy		
	Unresolvable Uniform/Make up issues		
2 days IR	Failed IR (one day with college and 1 day in IR)		
	Accumulation of R3's in a Module 7 removals - 2 days in IR		
	Swearing at staff		
	First instance of racist language		
	Bullying		
	Repeated Vandalism/obscene vandalism		
	Intimidating/aggressive behaviour		
	Bringing Vape into the academy (1st offence)/handed over		
3 days IR	Physical altercation		
	Accumulation of R3's in a Module 10 removals - 3 days in IR		

	Altercation perpetrator - culturally damaging		
	Theft		
	Bringing Vape into the academy and denying / 2nd offence		
	Vaping in the academy (1st offence)		
5 days IR	Repeated instances of any above behaviours		
	Repeated Intimidating/aggressive behaviour		
	Supplying vapes for others		
AP	Failed IR for second day		
	Extreme Defiance		
	Repeated instances of any above behaviours		
Suspension	Second/Subsequent instances of racist language		
	Bullying		
	Physical assault		
	Prior failed to attend an AP for any of the above		
	Repeated behaviour of AP list?		

This list is not exhaustive and used as a guide for the Senior Leadership Team, College Pastoral Teams as well as all staff at Leigh Academy Mascalls. Each incident is treated on an individual basis without bias or prejudice in line with Department of Education guidance and the Equalities Act 2010.

If a student is sanctioned with a suspension from the Academy they will complete Advisory and Period 1 with their college to complete an appropriate pastoral reintegration.

Equality To Include Reasonable Adjustments For Students With SEND

The Academy is committed to applying the behaviour policy fairly, while recognising that some students face additional barriers due to Special Educational Needs and Disabilities (SEND), medical needs, or individual circumstances. In line with the Equality Act 2010 and the SEND Code of Practice (2014), we will make reasonable adjustments where necessary to ensure that all students are supported to meet behavioural expectations. We are committed to ensuring that our Behavioural Policy is applied fairly and equitably to all students.

Students who have an Educational Health Care Plan or an identified additional need(s) will be expected to follow the behaviour policy however, reasonable adjustments will be made for some individuals. Advice

from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff via the SEND register. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings or via a personalised plan. Staff can refer to the SEND register for further information. Some students may need an adapted approach in order to break down their individual barrier to learning and understanding.

Below are some scenarios of where reasonable adjustments may be applied to ensure equity:

ASC (Autism Spectrum Condition)

Sanctions: Any disciplinary action will be considered in light of the student's need for structure and predictability.

Routine and Change: Sudden changes, such as cover lessons, may cause significant distress. These students may be allowed to attend an alternative location for cover lessons, agreed in advance with the SENCo.

Detention: A known and trusted member of staff may supervise detention, or the detention may be completed in an alternative, quiet space.

ADHD (Attention Deficit Hyperactivity Disorder)

Attention and Engagement: Tasks may need to be broken into smaller chunks with regular movement breaks. Students may need to use authorised sensory aids to support self-regulation.

Behavior Reflections: Restorative conversations or reflections should take into account impulsivity and potential difficulties with emotional regulation

Detention: Movement breaks and rest breaks along with reminders of expectations to ensure successful completion of detentions.

Key Principles:

Staff will always consider whether behaviour is a result of unmet need or an expression of a SEND related difficulty.

Adjustments will be made in collaboration with the SENCo and relevant pastoral staff.

Consistency remains important, but fairness requires recognition that equity may mean that sanctions need to be adapted to take account of need.

In all adjustments the voice of the child and the voice of the SENCO will be heard. The SENCO will be aware of all students who have been sanctioned that day and will be involved in interventions or reasonable adjustments.

In extreme or particular circumstances our behaviour policy is adapted appropriately to ensure that our more vulnerable students are not discriminated against. Any adaptation to the application of the behaviour policy will be agreed via consultation with all stakeholders. The final decision will be made by the SLT.

OUTSIDE THE CLASSROOM

THE CONDUCT CARD

Students are issued with a Student Conduct Card at the start of the Module and are expected to be able to show this to a member of staff at any time upon request. Failure to do so will result in an automatic 50 minute detention the next day. If a student is stopped for any reason outside lessons due to not meeting academy expectations, the member of staff will sign their card. The content of the conduct card ensure students are establishing excellence at all times throughout the academy day with negative signatures being provided for:

Reason codes

1. Minor Uniform Misdemeanour (e.g. rolled skirt/ jewellery / untucked shirts)
2. Moving unsafely around the site (running/ pushing)
3. Casual Swearing
4. Ill-equipped (stationery not subject specialist equipment)
5. Littering
6. Consuming food / drink outside designated areas
7. Consuming Banned Item (e.g. gum)
8. Being impolite/ poor manners
9. Late to Lesson without a late slip
10. Drawing on self / others (outside lesson)
11. Being out of bounds
12. Mobile phone seen out and confiscated
13. Chromebook not at the Academy or no charge

Advisors check the conduct card at the beginning of each day and if necessary issue the following sanctions:

Issue	Consequence
2 Staff signatures in a day	College Lunch Time Detention
3 Staff signatures in a day	50 Minute College Afterschool Detention

6 Staff signatures in a week	Centralised Detention 90 minutes Meeting with parents if required
No signatures in a week	MasStar

Students who show poor behaviour outside of lessons that are more serious than those denoted on the conduct card (e.g. from the serious incidents list) need to be immediately referred to the senior leadership team for an appropriate sanction.

Teachers can also take action themselves and enter a Negative Log on BromCom on the day of the incident if they decide that the action is appropriate.

Action could be:

- a verbal warning
- phone call home
- Referral to College or Inclusion Team

DETENTIONS

Detentions are a consequence for choices of behaviour or persistent issues that require a sanction. They are designed to provide a short, sharp intervention that enables the student to reset following the sanction.

Poor behaviour in a detention will not be tolerated. Students will be asked to leave and be escalated to the next level. Parents will be contacted by the member of staff leading that detention or the students' College Team.

Lunch Detentions - These will run for 20 minutes during lunch (12.50pm-1.10pm). These are set for students who have been removed from a lesson or accumulate two signatures or more on their conduct card. Students can also be issued a lunch time detention for accumulation of R2's during a module. Failure to attend these will result in a College Detention being set after school the following day.

College Detentions - These run for 50 minutes after school and are due to non attendance at the College lunchtime detention. Students can also be added to a College after school detention for an accumulation of 3 signatures on their conduct card in one day or for not having their conduct card to present. All students are expected to bring work to complete within the detention. Parents will be informed if a student has a College detention via Bromcom the day before.

Centralised Detentions - These run for 90 minutes after school and are for failure to attend the College Afterschool Detention or for a serious issue that the College team feel needs to be sanctioned. All students are expected to bring work to complete within the detention. Parents will be informed if a student has a College detention the day before the detention is set via Bromcom.

The persistent defiance of our behaviour policy will result in the following escalations:

- Failure to Attend Lunch Detention - College Detention 50 minutes
- Failure to Attend College Detention - Leadership Detention 90 minutes
- Failure to attend Leadership Detention - 1 Day Inclusion 9.10am-4.00pm
- Failure to pass Inclusion Day - Repeat Inclusion with College and 1 additional day in Inclusion 9.10am-4.00pm.
- Repeated Failure to pass Inclusion Day – Off Site provision to an inclusion space in another school that is part of the WKLF.
- Repeated failure 1 Day Suspension although the Academy reserves the right to make a decision on a case by case basis.

The Academy reserves the right to apply a sanction at any point on the scale, based on what is deemed most appropriate to the circumstances.

PROCEDURE FOR MAJOR OFFENCES

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff.
- Criminal damage to personal and/or school property
- Intimidation of a member of staff
- Defiant or continued refusal to obey a reasonable instruction
- Any criminal act including drug abuse, extortion, pornography, bringing a knife or weapon into school etc.

Not all major incidents will lead to exclusion or referral to Inclusion, with every case being assessed on an individual basis, but consistency of sanctions will be maintained. Under no circumstances should students be placed unsupervised outside the classroom, but there may be some special circumstances when students are taken from the classroom to another supervised teaching area e.g., a heated argument, dangerous behaviour, violent conduct etc. If the student cannot be quickly returned to their classroom, the HOD and SLT on call should be immediately contacted.

Student statements should be taken by the person dealing with the incident who then refers it to their Head of College.

EXCLUSIONS

The school is committed to a policy of inclusion. The Principal will normally only resort to fixed term or permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Principal may also decide that an exclusion is warranted in the case of a first offence, or a student who has not been previously monitored for behaviour, if the offence is of a sufficiently serious nature.

A decision to exclude a student will only be taken in response to serious breaches of the school's discipline policy and/or where, if allowing the student to remain in school it would seriously harm the educational welfare of the student themselves or others in the school.

The school participates in the WKLF protocols and the Maidstone Panel for directions off site, by which students may transfer to other schools initially for a twelve week period as an alternative to permanent exclusion in certain cases.

Suspensions (Fixed term exclusions)

If the behaviour is so serious it may be appropriate to suspend a student from the school for a fixed period.

Reasons for Suspension:

Physical assault, verbal abuse to staff, dangerous behaviour, bringing prohibited items into school, bullying, smoking, racial/homophobic abuse, sexual misconduct, theft etc will always be considered a serious offence and will almost always result in a suspension. Please note that for persistent offences or those of a more serious nature, the Academy will consider other sanctions which may involve advice from the Local Authority or a permanent exclusion.

Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of a suspension. If students on suspension are seen by staff or police unsupervised, then parents or guardians will be liable to a penalty fine. For suspensions that last for more than six days, the school is responsible for providing full time education from day six onwards.

Following any suspension, parents or guardians will be **expected to attend a reintegration meeting with a member of staff** at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct and for the Academy to provide intervention and support where necessary. It may also be required to hold a similar meeting for a student who has received an internal exclusion or offsite direction at another school. Students will not be able to return to lessons until this meeting has taken place.

If a parent fails to attend a reintegration meeting, they will not be able to support their child in ensuring that they understand the severity of their actions and the changes they need to make to ensure there is not a repeat of behaviours that led to the suspension.

This meeting allows us to:

- Discuss the student's return and expectations for behaviour.
- Develop a school based plan (SBP) to help the student succeed academically and socially.
- Collaborate with parents/carers to ensure a smooth transition back to school.
- Set targets that are monitored and outcomes shared with parents.

PERMANENT EXCLUSION

Some behaviour types may result in permanent exclusion. These include:

- The supply, use or possession of illegal substances (to include alcohol) or paraphernalia on the school grounds or while wearing school uniform
- The use or possession of any object deemed to be a weapon by the police (including any blade or knife) on school grounds or while wearing school uniform
- Serious threatened or actual violence towards another student or member of staff
- Sexual harassment or persistent bullying.
- Persistent and systematic disruptive behaviour resulting in the learning of others being significantly affected.
- Arson: Setting fires.
- Criminal Activity: Criminal offences committed on school grounds, during school events, or on the way to/from school

INTERNAL EXCLUSIONS

The school has an Inclusion Centre which is staffed at all times. Students may be placed there, whilst an incident is being investigated or when they are preventing others from learning or they pose a threat to the well-being of other students.

During their time in the Inclusion Centre, students will continue to access their normal lesson resources via Google Classroom. They will have breaks and lunchtimes at different times from the rest of the school and will be supervised at these times.

A member of the College Leadership Group or an Inclusion Manager will place students in the Inclusion Centre for a fixed period for a range of behaviours. Parents will be informed. If a student does not meet the clear expectations of behaviour while placed in the Inclusion Centre, they will be required to redo the Inclusion Day with a member of the College Team and then repeat the day in Inclusion. Failure to meet these requirements then an escalation via a direction offsite or a suspension will occur.

VIOLENCE

Physical violence of any sort has no place at Leigh Academy Mascalls. All cases of violence will be subject to a consequence and the more serious ones will lead to either a suspension or permanent exclusion and, for the severest cases, referral to the police.

DRUG RELATED INCIDENTS

The school is committed to tackling misuse among young people and any incidences of possession, use, supply or agreement to supply illegal drugs on the school's premises will be regarded with the utmost seriousness.

The Principal has the responsibility of deciding how to respond to particular incidents taking account of factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of particular peer group pressure.

Possession of drugs on the school premises may well lead to permanent exclusion and in cases where it is clear that a student is selling illegal drugs and the health and safety of other students is directly at risk permanent exclusion will always be an option the Principal will consider. For a second offence permanent exclusion will be almost inevitable. Where a student has been excluded for a drug related offence there is clearly a particular continued need to provide drug education and support. The Principal may well wish to refer the student to a drug support programme such as one run by Kent County Council's Youth and Community Service and in some cases may make a reintegration into the school conditional on attendance on such a programme.

DfEE Circular 4/95 states that "the Secretary of State would expect the police to be informed when drugs are found on a student or on the school premises" and it also states that "where a teacher is told, or is aware of possible criminal activity outside the school premises, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area". The school will inform the police in both these incidents and cooperate fully in any enquiries they may wish to carry out.

Smoking, Vaping or the consumption of alcohol are not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances but serious incidents could lead to exclusion.

BULLYING

Leigh Academy Mascalls has a zero tolerance approach to bullying. Any report of bullying is investigated by our College staff. Sanctions and support are put in place for both victim and bully. A full anti-bullying programme is delivered throughout advisory and assembly. Please see separate anti bullying policy for full details.

RACISM

The school believes that all students, regardless of their ethnicity, colour or creed should be treated equally. The largest minority grouping in the school are children from traveller families and any abuse on

grounds of family background of these students will be deemed to be racist. The school has adopted the definition of racism found in law following the Stephen Lawrence inquiry. This deems that if an incident is perceived to be racist by the victim then it must be treated as such.

Racist remarks and behaviour at Mascalls ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied.

All racist incidents are reported to and audited annually by the LEA. They also are included in a regular pastoral report to governors.

SEXISM

The School's Equal Opportunities policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in the Leigh Academy Mascalls community and will be investigated in the same way as other breaches of the school's code of conduct.

BEHAVIOUR WHEN TRAVELLING TO AND FROM SCHOOL

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

SEARCHING STUDENTS

The following rights are defined in the Education Act 2011. Academy staff search students with their consent for any item.

Prohibited items might include:

- knives or weapons
- illegal drugs
- pornographic images
- fireworks
- alcohol
- vapes
- tobacco and cigarette papers
- stolen items
- caffeinated energy or/and fizzy drinks
- aerosols including deodorant, perfume, and hair spray
- chewing gum

- any article that the member of staff 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). The Police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Searches will be completed by two members of staff with a full written record made.

In carrying out the search: The authorised member of staff must have reasonable grounds for suspecting that a student is in possession of a prohibited item i.e., an item banned by the academy rules, and which can be searched for.

The authorised member of staff should take care that, where possible, searches should not take place in public places e.g., an occupied classroom, which might be considered as exploiting the student being searched.

The authorised member of staff carrying out the search must be the same gender as the student being searched; and there must be a witness (also a staff member) and, if possible, they too should be the same gender as the student being searched.

There is a limited exception to this rule: Authorised staff can carry out a search of a student of the opposite gender including without a witness present, but only where you reasonably believe that there is a risk that serious harm will be to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Extent of the search: The person conducting the search may not require the student to remove any clothing other than outer clothing.

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; blazer; jacket; gloves and scarves).

‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g., a police officer) can do.

Use of reasonable force – force cannot be used to search without consent for items banned under the academy rules regardless of whether the rules say an item can be searched for.

Students who refuse to be searched will be isolated until parents can come to the Academy to carry out the search on our behalf.

USE OF REASONABLE FORCE

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.

The Academy uses the definition of reasonable force as being “no more than is necessary in the circumstances”. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All members of staff at the Academy have the power to use reasonable force.

The Academy may use reasonable force to:

- Prevent pupils committing an offence.
- Prevent students injuring themselves or others.
- Damaging property.