



LANDAU
FORTE
ACADEMY
AMINGTON

Policy Name	Behaviour Policy
Policy Number	AMN005
Date of Issue	June 2024
Author	Michelle Corrigan
Reviewed by	Michelle Corrigan
Date of next Review	June 2025

Landau Forte Amington vision:

At Amington we are ambitious, every student is challenged to achieve their best. We are brave and face our problems together.

We treat each other with kindness and respect one another's beliefs and individuality. We are the best people we can be.

Our Academy; our community.

Aims of this policy

To encourage a whole academy approach to behaviour in order to create the most effective conditions for teaching and learning.

To manage pupil behaviour as effectively as possible in order to:

1. Encourage positive behaviour in students through instilling the core values of the Academy of being ambitious, brave and kind in all that we do
2. Show respect for all and our Academy
3. Foster a sense of justice, self- confidence, motivation, high aspirations and leadership of their own learning for all our students
4. Ensure that all sanctions applied serve the common good
5. Foster a positive and collaborative partnership between staff, visiting professionals, students, parents and carers
6. To promote firm and decisive action against all forms of bullying in order to ensure the happiness, safety and general wellbeing of all members of our Academy community
7. To ensure that at all times staff feel supported in their efforts to maintain high standards of behaviour and to teach effectively
8. To provide students with opportunities to demonstrate positive abilities and attitudes and to reward them for their efforts

Our Academy Expectations:

Expectations of Staff

As members of the staff team at Landau Forte Amington, we will root our relationships in being positive role models and challenging students to be the best they can be. We aspire for all members of our community to be ambitious, brave and kind. We are responsible for positively influencing the good behaviour of students around us and de-escalating situations where possible.

All staff will model our values through being:

Ambitious:

- Plan and sequence high quality learning
- Have clear routines and expectations in line with academy policy
- Uphold the whole-school values with consistency

Brave:

- Challenge poor behaviours and uphold expectations
- Create an environment in which students feel safe and supported

- Deal with or escalate all incidents of bullying promptly in line with academy policy

Kind:

- Establish positive relationships with all students and staff
- Help to develop students motivation and attitude to learning
- Recognise and reward positive behaviours exhibited by all students

Expectations of Pupils

All students have a right to a positive learning environment, free from disruption.

Our students are

Ambitious

- Arrive to school and all lessons on time and properly equipped for learning
- Wear appropriate uniform
- Follow the academy start/end of lesson routines
- Have respect for other students, staff and visitors
- Do not swear or shout in or around the academy
- Use all equipment sensibly and safely.
- Mobile phones must not be seen in lessons or corridors
- No eating outside of the restaurant

Brave

- Be positive role models for peers
- Report instances of bullying, homophobia, transphobia, racism and misogyny
- Always be the best students they can be

Kind

- Treat the academy environment, including the toilets and shared areas with respect
- Participate and contribute to the school and community
- Think about the safety and well-being of others

We also expect students, as representatives of Landau Forte Amington, to model positive behaviour and respect the surrounding community when travelling to and from our academy.

General Academy Conduct

- Students must not be out of lessons unless they have an 'Out of Session' pass from a member of staff.
- Students should use the toilets before PTT and at break times. It is not normal procedure to allow students to use the toilet during lesson times. Toilet passes may be issued in certain cases; parents may contact the academy to discuss.
- All students are expected to wear full academy uniform at all times, a list of which can be found on the Academy website. Students inappropriately dressed will have their parents

informed and will be isolated until parents/carers provide the correct uniform. The academy will always endeavour to loan items of uniform if it is available.

- Students may not be in area for which they have not been authorised or areas that are unsupervised, such as stairwells A/D, B/E & C/F.
- The following items are not allowed in academy:
 - Vapes, cigarettes, tobacco, alcohol or illegal substances
 - Lighters, matches
 - Pornographic material
 - Materials linked to extremism or hate crime
 - Aerosols, nail polish
 - Chewing gum, energy drinks
 - Hoodies/tracksuit tops, balaclavas (This ensures we can see young people are our students in uniform).

Unlawful items:

- Weapons of any description or an item intended to be used as a weapon - Replica weapons - Stolen property - Fireworks

In the event any of these items are found police will be called immediately

Staff may confiscate other items if they pose a risk to the health and safety of staff and pupils, or if they disrupt the smooth running of the academy.

All prohibited items will be confiscated and illegal items or stolen property will be handed over to the Police.

Searching and Confiscation

At times, it may be necessary to arrange a search of a pupil's property. The academy follows all guidance in the Department for Education document 'Searching, Screening and Confiscation; Advice for academies (July 2022).

[DFE Searching Screening and Confiscation June 2022](#)

Recognition and Rewards for Positive Behaviour and Attitudes

We want to ensure that each pupil feels valued as an individual. Our recognition and rewards system provides opportunities for all students to be rewarded for positive behaviour and attitudes.

1. Immediate verbal praise.
2. Daily Ambition Points (See Appendix).
3. Praise phone calls/Postcards.
4. Certificates

Students are able to cash ambition points in with form tutors half termly, heads of year will then arrange for these to be distributed.

Sanctions and Consequences

In line with the aims and purpose of this policy, sanctions will be issued for behaviour that falls below our expectations. Appendix 2 outlines the sanctions issued for misbehaviour, both in and out of lessons, together with examples of infringements.

In lessons, the procedure for issuing sanctions is as follows:

Step 1: Verbal Warning (logged on Sims)

Step 2: Second verbal warning (logged on Sims – detention issued)

Step 3: Reset Removal in faculty to reset mind-set (5-10 minutes) and behaviour before going back into the lesson (logged on Sims – detention issued)

Class removal: If poor behaviour persists after reset, student is isolated for the rest of that session in another classroom.

[Three class removals in one-day results in isolation for the remainder of the day.]

For unacceptable behaviour out of lessons – Antisocial behaviour (logged on sims – detention issued)]

Restorative conversations will be held with students following reset or when student is sitting their detention. Restorative questions are scripted for staff to ensure consistency.

For serious breaches of the behaviour policy, a pupil may be referred to the **Internal Isolation Room** where they will be expected to work for a set period of time that will vary depending on the severity of the incident; this will be communicated with both students and parents.

Mobile Phones

Mobile phones and headphones may be brought into academy but must be **switched** off and placed in pupils' bags while in lessons or in the corridor. Phones will be permitted in highlighted Phone Zones such as the restaurant. Use of mobile phones anywhere on site other than in the phone zones will result in confiscation. Two or more confiscations in any one term will result in parents having to collect the phone from the Academy.

Bullying, racism, homophobia, transphobia and misogyny

There is a separate **Anti-Bullying Policy**, which sets out our procedures for identifying and dealing with issues related to bullying. We have a zero tolerance approach to bullying of any kind and will take action in all cases as soon as it is reported to us. Other serious acts of harm related to homophobia, transphobia, racism and misogyny will not be tolerated and a sanction will be determined on the severity of the incident but may include isolation, suspension or referral to the police.

Suspension and Exclusion

In cases of extreme behaviour, the Principal may take the decision to suspend or exclude a pupil from academy. The academy follows all guidance outlined in the Department of Education publication 'Suspension and Permanent Exclusion from maintained academy's, academies and pupil referral units in England, including pupil movement (September 2023)'. Please refer to this publication for further details.

The Government supports Principals in using suspension and exclusion from academy as a consequence where warranted but we recognise that suspension should be used only where appropriate and that permanent exclusion is a last resort. No suspensions and exclusions will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We take steps to access local support services, such as Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

Department for Education guidance states that 'Only the Principal of a academy can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 academy days in a single academic year), or permanently excluded.

Whilst suspension and exclusion may be an appropriate sanction, the Principal will, following investigation, assess whether any contributing factors may have led to the incident/s of poor behaviour e.g. bereavement, mental health issues or bullying.

Fixed Term Suspension

A fixed term suspension is when a pupil is suspended from academy for one or more fixed periods of time and must remain at home. A fixed period can also be for part of an academy day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the academy premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half an academy day for statistical purposes and in determining whether an academy committee meeting is triggered.

We aim to make a suspension the shortest time necessary to ensure minimal disruption to the student's education, whilst being mindful of the seriousness of the breach of policy. The Principal's decision on this is final.

A fixed-period suspension cannot be extended or converted to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed term suspension may be issued to begin immediately after the first period ends; or a Permanent Exclusion may be issued to begin immediately after the end of the fixed period.

The following are examples of cases where the decision to suspend a student may be taken:

- Physical assault against a pupil or a member of staff
- The use of social media to bring the reputation of the academy into disrepute
- The inappropriate use of mobile devices and related technologies
- Verbal abuse/threatening behaviour against a pupil or a member of staff
- Persistent Bullying
- Racist abuse
- Sexual misconduct
- Persistent disruptive behaviour
- Persistent disregard for the academy's rules
- Malicious allegations against academy staff □ Theft
- In possession of alcohol or other banned substances
- Under the influence of alcohol, drugs or other substances.
- Deliberately setting off the fire alarm or part of the fire system.
- Acts of vandalism (NB: We will always seek costs for damage done)

This list is not exhaustive. The Principal may issue a Fixed Term Suspension for other circumstances which they believe to be of similar severity to those listed above.

Students who are excluded for more than 15 days in one term, or face regular suspension for repeated offences, are at risk of permanent exclusion and will be required to attend a disciplinary hearing in front of representatives of the Academy Committee.

When we decide on a Fixed Term Suspension, we will:

- Inform parents immediately, followed by confirmation in writing, explaining the reasons for the suspension and how long it will last;
- Make arrangements for alternative education for a pupil from the 6th day if the suspension is for more than 5 days (or if consecutive shorter fixed term suspensions accumulate to more than 5 days) and we will include the following information: Provide, if relevant, details of full-time education that has been arranged, including address of the provision, dates and start/finish times;

During the first 5 days of any suspension, the student must not be in a public place during academy hours and parents are responsible for the whereabouts of the student. A parent who fails to comply with this duty without reasonable justification will be committing an offence and may be given a fixed penalty notice or be prosecuted;

We will;

- Arrange a reintegration meeting on the pupil's return to academy where all those concerned can discuss the best way forward for the pupil;
- Ensure parents know about their right to make representations about the suspension to the Academy Committee, how representations should be made and, where there is the legal right to meet with the Academy Committee to have them consider the suspension, to be represented at that meeting (at their own expense) and to bring a friend.

Permanent Exclusion

A permanent exclusion results in a pupil being permanently excluded from academy and not being allowed to return. This is a very serious decision and the Principal will consult with senior leaders and the Chair of the Academy Committee as soon as possible in such a case.

We will follow the same procedure to decide on and initiate a permanent exclusion as for a fixed term suspension, but where a pupil is not returning to our academy, we will not arrange alternative education and instead will take steps to initiate an assessment of the student by the Local Authority responsible for their continuing education (from the 6th day after exclusion), so that a long-term reintegration plan for a new placement can be put in place.

We will also draw attention to a student's statement of SEND if they have one. The Local Authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for an academy that they wish their pupil to attend or make representations for a placement in any other academy.

The Academy Committee will meet to decide if the Principal's decision to exclude was justified, based on the evidence.

Parents and the student will have an opportunity to present their point of view regarding the exclusion and the Local Governing Body will either uphold the exclusion or reinstate the pupil.

If the permanent exclusion is upheld by the Local Governing Body, parents have the right to appeal to an Independent Review Panel. This panel must be arranged within 15 days of the permanent exclusion (or for suspensions over 15 days) and will be at a time and date convenient to all parties. Parents can ask the academy to ask a Local Authority representative to attend but trustees will decide whether they can make comment or just observe.

Where possible, written evidence including other relevant information should be circulated to all parties of an Independent Review

Panel at least five days in advance of the meeting. Permanent exclusion is a very rare sanction and should only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy and where allowing the pupil to remain in academy may seriously harm the education or welfare of the pupil or others in the academy.

Decisions are made on a case by case basis. Examples of situations which may lead to a pupil being permanently excluded from academy include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault
- Consuming an illegal drug on the academy site
- Supplying an illegal drug
- Carrying an offensive weapon
- Repeated serious disruptive behaviours

This list is not exhaustive. The Principal may permanently exclude a pupil for other circumstances which they believe to be equal, in terms of severity, to those listed above.

Decisions on Suspension and Permanent Exclusion When we decide on any kind of exclusion we will:

- Take account of our legal duty of care when sending a pupil home following suspension;
- Establish the facts in relation to the exclusion decision according to the civil burden of proof i.e. on 'the balance of probabilities' (whether the breach more than likely did, or did not, happen) and not the criminal burden of proof, 'beyond reasonable doubt';
- Take care in the process not to discriminate against, harass or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment and make reasonable adjustments to ensure everyone can participate in the process, including where a difficulty may be due to English not being a parent's first language;
- Communicate without delay in person or by telephone in the first instance to give the parents an opportunity to ask any initial questions or raise concerns directly with the Principal;
- Communicate decisions clearly and in writing with all due regard for necessary reasonable adjustments as above and by an appropriate method which might include text message, email, or notice given in person or sent home with the pupil or posted/hand delivered to the last known home address. If a notice is sent home with a pupil, we will consider the need to send a duplicate copy by an alternative method as well or take steps to confirm receipt of the notice;
- Notify the Academy Committee, CEO and Local Authority of any permanent exclusion, any exclusion of more than 5 days or 10 lunchtimes in one term, and any suspension that means a pupil will miss a statutory examination or assessment (including the reason/s for and duration of the exclusion);
- Within 14 days of any request, provide the Secretary of State for education, with information about any suspension within the last 12 months;
- In the case of a Permanent Exclusion where the student lives outside the local authority area in which our academy is located, notify the student's 'home authority' of the exclusion and reason(s) for it without delay so they can arrange to meet their legal duty to provide suitable full-time education.

Exclusion of a Pupil who has Special Educational Needs

Please see our separate policy on provision for students with special educational needs.

Ultimately, the decision to exclude a pupil must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act 2010 not to discriminate against students on the basis of protected characteristics, such as disability.

Suspensions and exclusions: the role of Governors

Landau Forte Amington will follow all guidance outlined by the Department for Education with regard to the role of Governors in relation to suspensions and permanent exclusions, including the role of the Governor panel and, where relevant, the independent review panel.

Off-Site Direction and Managed Moves

Where a student's behaviour in academy is likely to lead to increased levels of suspension or permanent exclusion, the Principal will consider use off-site direction, including alternative provision, and/or a managed move to another academy.

Off-site Direction.

Off-site direction is when a governing board of an academy requires a student to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream academy. During the off-site direction to another academy, students must be dual registered.

Managed Moves

A managed move is used to start a process which leads to the transfer of a student to another mainstream academy permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the new academy.

Managed moves will be offered to students as part of the academy's behaviour support processes. Clear rationale and evidence for this need will be shared with parents and pupils.

Managed moves that occur will be closely monitored by the Academy Committee and academy leaders with reviews carried out 6 weeks into placements. By 12 weeks school will decide whether to take the student on roll permanently or close the placement.

Behaviour outside of academy

The Education and Inspections Act 2006 gave all schools the power to regulate the behaviour of students when they are off the academy premises and not supervised by academy staff.

It is assumed that students' behaviour meets the expectations of the academy when they are representing the academy off-site. This includes behaviour during activities arranged by the academy, such as work experience placements, educational visits and sporting events as well as behaviour on the way to and from academy. After academy day, students are expected to make their way home directly and are not permitted to loiter outside academy in groups which can lead to anti-social behaviour. Suitable sanctions will be issued for behaviour that brings the academy into disrepute but ultimately, outside of the academy, student behaviour is the responsibility of parents and carers.

Social media

Please note that academy is not responsible for pupil's use of social media. Allowing children to use social media and the policing of their activity is the responsibility of parents. The academy will only intervene if an issue occurs which is harming the safety, welfare or education of a pupil in academy. Parents have the right to report abuse via social media or to seek police advice.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The academy follows all guidance in the Department for Education's publication: Use of Reasonable Force (2013).

Allegations of abuse against staff

Allegations of abuse must be taken seriously. The academy will ensure that they deal with any allegations quickly, in a fair and consistent way and in a manner that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Where, necessary this will include reporting concerns to the Local Authority and Governors.

For further information, please see Part 4 of the publication 'Keeping Children Safe in Education.'

Appendix

STEPS system/ Detentions

Students are expected to contribute to a positive learning environment in the classroom. Failure to do so will result in the following:

	Behaviours (this is not an exhaustive list)	Sanctions
Level 1 Behaviour – Step 1	Low level disruption in lesson	Verbal warning and reminder of Amington expectations. Logged via sims
Level 2 Behaviour – Step 2	Level 1 behaviour continues after verbal warning. Significant disruption to the lesson Answering back	Behaviour point issued and 20 minute social time school detention. Logged via sims.

Level 3 Behaviour – Step 3	Level 1 behaviour continues after detention issued Refusal to carry out a request	Removal in faculty to reset mind-set (5-10 minutes) and behaviour before going back into the lesson. 30 minute social time Detention Logged via sims.
Lesson removal	Level 1 behaviour continues after detention issued and have had time to reset Students display dangerous behaviour. Refusal to carry out a request	Removal from lesson and parked within another classroom for the rest of that lesson. 30 minute Senior Leadership detention. Logged via Sims and staff to ensure that they attend detention for a restorative conversation.

Late to school	20 minute social time school detention.
Late to lesson	20 minute social time school detention. If a student has two or more lates in a day then this will be escalated to a 30 minute Senior Leadership detention.
Not attended lesson	30 minute Senior Leadership detention. If multiple lessons (2 or more) missed will result in students being placed in the Internal Suspension Room the following day.

Equipment	Lack of equipment will result in 20 minute social time
Uniform	Incorrect uniform will result in a 20 minute social time.

Escalation of behaviour

Level of Intervention	Action
<p>Level 1 Tutor Intervention– Speaks to student who has 5 or more defiant and disruptive behaviour incidents in a week.</p> <p>If defiant and disruptive behaviour continues students will be placed on a behaviour monitoring report(White):</p>	<p>1) Subject specific – speak to classroom teacher and discuss what intervention is being put in to place.</p> <p>2) A number of subjects – HOY will e-mail tutor to ensure that intervention is put in to place. E.g. Tutor Report</p>
<p>Level 2 Deputy Head of Year Intervention – Panel Meeting 1 Persistent disruptive and defiant behaviour 15 or more behaviour points.</p> <p>DHOY will review student’s record and place on a behaviour monitoring report (Green).</p>	<p>1) Behaviour Panel meeting 1 with parent, DHOY and student to discuss behaviour and create an individual behaviour plan.</p> <p>Specific intervention put in place and recorded on to SIMS</p>
<p>Level 3 HOY Intervention – Panel Meeting 2 Persistent disruptive and defiant behaviour 25 or more behaviour points. HOY will review student’s record. Place on a HOY behaviour contract(Yellow)</p>	<p>1) Behaviour Panel meeting 2 with parents, and HOY to review individual behaviour plan</p> <p>Any specific intervention put in to place needs to be recorded on to SIMS</p>
<p>Level 4 SLT Link Intervention – Panel Meeting 3 Persistent disruptive and defiant behaviour. HOY and SLT link will review student’s record. Place on a behaviour report (Pink)</p>	<p>1) Behaviour Panel meeting 3 with Parents/Carers, SLT, HOY, and student to discuss behaviour and create a behaviour contract.</p>

<p>Level 5 Behaviour/ Student Character intervention – Panel Meeting 4 Persistent disruptive and defiant behaviour. Behaviour lead and Student Character lead will review student’s record and behaviour contract. Place on a behaviour report (Blue)</p> <p>Next steps will be discussed.</p>	<ol style="list-style-type: none"> 1) Behaviour Panel meeting 4 with Parents/Carers, SLT, HOY, and student to discuss behaviour and review behaviour contract 2) Discuss options outside of school that may be available.
--	---

Sanction

Sanction	Examples of behaviour (this list is not exhaustive)
<p>20 minute social time detention served at lunch time</p>	<p>Late to school</p> <p>Late to lesson</p> <p>Chewing gum</p> <p>Step 2 - Learning behaviour issue (after a warning) in the classroom</p> <p>Lack of home learning</p>
<p>Senior Leader 30 minute detention hosted twice a week (Wednesday & Friday)</p>	<p>Multiple 20 minute detentions issued (more than 2 in one day)</p> <p>Removal from a lesson to faculty</p> <p>Internal suspension room</p> <p>Being late to school more than three in a half term.</p> <p>Failure to attend a 20 minute social time detention</p> <p>Misuse of social media (first offence)</p>
<p>Extended Senior Leader 45 minute detention hosted twice a week (Wednesday & Friday)</p>	<p>For serious poor behaviour- a step before a fixed term suspension</p> <p>Swearing</p> <p>Verbal abuse to peers</p> <p>Aggressive behaviour</p> <p>Persistent poor behaviour</p> <p>Discriminatory behaviour (first offence)</p> <p>Malpractice in coursework/ exams (first offence)* - reported to exam board if required (JCQ)</p>

Behaviour reflection day served 9.10am-3.10pm in Internal Suspension Room	Persistent poor behaviour Accumulation of multiple sanctions across a short period of time e.g. Multiple senior leader detentions Aggressive behaviour Physical assault (first offence)
	Racial/homophobic abuse
Suspension Internal or external fixed term or permanent exclusion	Persistent poor behaviour Physical assault Multiple incidents of discriminatory behaviour Illicit substances Being in possession of a weapon Harmful sexual behaviour towards peers or staff Destruction/vandalism of school property

Rewards

Ambition point	Examples of behaviour
Ambition	<ul style="list-style-type: none"> • Non- Negotiables – 1point • Attitude – 1 point • Motivation – 1 point • Independence – 3 points • Involvement – 5 points • Homework – 5 points • Seen Reading – 5 points
Brave	<ul style="list-style-type: none"> • Bravery – 3 points • Positive contribution - 3 points • Originality – 5 Points • Effort – 5 points
Kind	<ul style="list-style-type: none"> • Non- Negotiables – 1point • Helpful – 1 points • Words – 1 point • Peer support – 3 points • Team Spirit – 5 points

	<ul style="list-style-type: none"> • School event – 5 Points •
Other	<ul style="list-style-type: none"> • SLT Recognition • 100 % Attendance

Cash in Rewards

Cashable Rewards & points needed
<ul style="list-style-type: none"> • Drink - 50 points • Pencil case – 100 points • Football – 400 points • Revision resources pack (flash cards, highlighter, etc.) (KS4 only) – 400 points • Revision guides (KS4 only) – 500 points • Love2Shop – 500 points • £5 off prom – 500 points • Scientific calculator – 800 points • End of year trip – 2000 points



LANDAU
FORTE
CHARITABLE
TRUST

Date	
Change Made	
Made By	