Policy Name	**Behaviour Policy (Campus)**
Policy Number	**LFTSFQ/0024**
Date of Issue	**September 2026**
Reviewed by	**Mr K Chatfield**
Date next review	**September 2027**

Overview

This policy is complementary to other Academy policies particularly those relating to Keeping Children Safe in Education (2025) and Keeping children safe in education (2026) from the 1st September.

This policy has taken account of DfE *Guidance on Behaviour in schools (2024) and the* Equality Act 2010

Core Statement

Rationale

This policy enables all students to experience high quality learning, appropriate to their needs, and to fulfil their academic potential in a safe and caring environment. All members of the Academy community are valued equally.

We want students to enjoy their education and be stretched and challenged to achieve. We do this by encouraging students to show **compassion**, **curiosity** and **courage**.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration. This policy is based on recognition of the rights and responsibilities of all members of the Academy community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The aims of the Academy learning communication are to:

- Provide a safe, secure and happy environment in which effective teaching and learning can take place; all students regardless of their ability make accelerated progress.
- Care for all adults and students in the Academy community; respect and tolerate everyone's beliefs and feelings.
- Encourage self- confidence, motivation, high aspirations and leadership of own learning in all our students.
- Celebrate each other's successes and strive to be the best we can.
- Encourage positive behaviour and responsibility through instilling the core values of the Academy **compassion**, **curiosity** and **courage** in all that we do.
- Value a positive collaborative partnership between staff, visiting professionals, students and Parents/Carers, so that we are effective in implementing our behaviour policy; provide appropriate rewards and sanctions so we achieve successful outcomes.

Sanctions / Exclusions / Physical Contact

Disciplinary action is taken quickly and firmly. Every effort is made to keep punishment proportionate to the offence and students are taught that they are responsible for their actions. A graded series of sanctions ensures that all staff follow a fair response to persistent inappropriate behaviours. In promoting responsibility, teachers and other adults give students clear choices, depending on the situation. The wrong choice leads to a negative consequence, which is made very clear to the student.

Exclusions of students

There are national guidelines on the procedures and practice involved with the exclusion of students**.** Exclusion is seen as the most serious sanction an academy can impose and only the

Principal can exclude a student, in accordance with Landau Forte Academy QEMS and Sixth Form policy and practice and the national guidance. Through the implementation of our whole-academy policy on behaviour, it is our intention to avoid the exclusion of a student. However, in extreme circumstances there may be no alternative. If this situation does arise then it is the Academy's policy to follow the procedures referred to in this document and the national guidance.

Physical Contact

Physical contact is avoided, unless necessary **(refer to Restraint Policy)** when dealing with behaviour problems and we aim to teach students that there are ways of sorting out their problems without having to resort to violence.

Staff may have to cope with students who behave violently. It is important that violence is controlled and contained. Students must not be allowed to damage themselves, other people or property **(refer to Anti-Bullying Policy).**

Restrictive Interventions and The Use of Reasonable Force (This section should be read alongside the Restrictive Interventions, Including the Use of Reasonable Force, in Schools Guidance)

The Academy is committed to creating a safe, calm and supportive learning environment in which positive behaviour is promoted through strong relationships, clear expectations and consistent routines.

Staff are trained in de-escalation and preventative approaches and will seek to resolve situations without physical intervention wherever possible.

However, there may be exceptional circumstances where a restrictive intervention, including the use of reasonable force, is necessary to prevent:

- injury to a student or another person;
- serious damage to property;
- the commission of a criminal offence;
- behaviour likely to prejudice the maintenance of good order and discipline within the Academy;
- serious disruption to teaching, learning or the safe operation of the Academy.

Where restrictive intervention is required:

- the least restrictive intervention appropriate to the situation will be used;
- force will be reasonable, proportionate and necessary;
- the intervention will cease as soon as the risk has reduced;
- the dignity, welfare and safety of the student will remain central at all times.

Following any use of restrictive intervention:

- the incident will be recorded;
- parents/carers will be informed in accordance with Academy procedures;
- appropriate debrief and restorative processes will be undertaken where appropriate;
- consideration will be given to whether risk assessments, behaviour plans or reasonable adjustments require review

All incidents requiring the use of restraint will be reported to and recorded by the DSL.

Section 1 – Landau Forte Academy QEMS

Pupil Support Unit and SEN Hub

The units are set up to manage student behaviours, provide support for students who require a differentiated response with special educational needs, students who are vulnerable and at risk and for those students who need additional literacy and numeracy support.

The team work together closely. Student support officers, attendance officers and the well-being team facilitate the operation of the Pupil Support Unit. The SEN team are located in the SEN Hub.

Expectations of students

An Effective QEMS Learner:

- is prepared for learning every day in the correct uniform with the correct equipment;
- arrives on time to all of his/her learning sessions;
- shows curiosity for learning and is responsive;
- listens carefully, respects the views of others and will not distract or disrupt others in their learning;
- follows instructions from staff at all times;
- focuses on tasks and activities without distracting others;
- takes an active part in all learning sessions and is determined to do his/her best at all times;
- Works co-operatively and collaboratively with students, staff, and other adults by showing respect to all. He/she will never use bad or insulting language towards them and he/she will never cause harm;
- accepts guidance through assessment of his/her work and feedback from tutors; so that he/she knows the progress he/she is making and knows how to improve further;
- does not accept bullying or sexual harassment in any form, including cyber-bullying; is responsible for informing tutors/teachers/Senior Leaders about the inappropriate actions of others;
- shows care and respect for his/her workspace and the Academy environment by keeping it clean, safe and purposeful;
- Take time to reflect, complete a student reflection form, when inappropriate behaviours have taken place.

The Rewards system recognises each student's achievement and success. The system increases motivation and encourages students to achieve high levels of effort and attainment. The awarding of achievement points gives a clear focus on teaching, learning and behaviours around the school site.

Rewards and student incentives

Each member of staff should reward students, with an achievement point, who have demonstrated behaviours that reflect the Academy values of **Compassion, Courage and Curiosity**. For example,

this may be for being helpful, showing kindness or concern for somebody, or for demonstrating consistently good behaviour. Points are awarded for students who attempt to improve their behaviour, or who are able to show a clear improvement in the classroom. Achievement points should be recorded on BROMCOM by each member of staff and will be shown on each student profile. Achievement is then celebrated through a number of events including HOY achievement assemblies.

Student Rewards Key Principals – credits, awards and prizes

1. All Achievement points are recorded electronically.
2. There are on-going year group competitions where achievement points will be earned and recorded separately to the students' own totals. All achievement points will be accumulated and the leading tutor group recognised termly and annually, along with individual achievements.

Behaviour Management Procedures in the classroom

Staff are given guidance and training on general classroom management strategies. To create a positive behaviour culture it is expected that staff will endeavour to:

- Meet and greet at the classroom door
- Embed quick entry routine at the beginning of each lesson
- Ensure that the first behaviour we address in a lesson is a positive one when students are modelling the excellent behaviour we expect
- Use student names as often as possible and ensure students know that their staff have a real interest in them
- Ensure that learning experiences for students are well judged, engaging and appropriate
- Model respect, determination and teamwork
- Praise students for going above and beyond
- Always ensure there is a restorative conversation where appropriate

The Subject Teacher will

- Model positive behaviours at all times including where possible through the planning and implementation of the curriculum
- Provide a safe, secure and positive learning environment through common language and the use of behaviour expectations of students.
- Praise and reward students' achievements on a regular basis
- Reprimand unacceptable behaviour, warn of the consequences, detain, record using the academy recording system and inform form tutor/HOY
- Where necessary, temporarily remove a student from the lesson and re-integrate after discussion, apology and recognition by student of negative behaviours
- For repeated incidents, refer to the Curriculum Lead/ HOY
- For more serious incidents that affect the learning of other students, follow the 'Managing behaviours in the classroom' protocol:
  1 = Verbal warning given as a corrective reminder if a student makes a bad choice or doesn't meet expectations
  2 = Second and final warning
  3 = Removal from lesson to the Refocus Learning Area
- Provide work for students in the RLA or PSU or if suspended
- Deal with "on the spot" issues as they occur around the academy

The Curriculum Lead will:

- Support their Department by monitoring the students' behaviour in their subjects, reporting with behaviour issues by subject teacher and/ or form tutor to HOY
- Discuss the consequences of unacceptable behaviour with a student, and monitor future progress. Ensure communication with parents.
- Withdraw a student from the lesson where necessary, with work provided.

- Refer the matter to the HOY/ SLT for ongoing concerns in one Department

The Form Tutor will:

- Monitor behaviour referrals on BROMCOM; place a student on report, with support of Head of Year, when a subject area raises concerns re. effort, behaviour, organisation and homework; – contact parents where necessary.
- Encourage excellent standards of attendance, punctuality and uniform – contact Parents/Carers,where necessary
- Inform the Attendance Officer and HOY for follow up on issues of behaviour and attendance

Head of Year will:

- Take over responsibility for a student where there are concerns in more than one subject area, or outside of lessons (bullying, smoking, fighting, truanting, theft)
- Discuss incidents with students and warn of the consequences
- Be the strategic and pastoral lead for student behaviour concerns within the year group, working alongside Student Support Officers to ensure effective communication with parents/carers and timely intervention.
- Be first point of contact for Parents/Carers emailing into school regarding their son/daughters behaviour
- Be first point of contact for Parents/Carers coming into school
- Place students on a HOY behaviour contract (HBC) where necessary, this will include mentoring – contact Parents/Carers and monitor HBC and student's targets
- Meet with student, Parents/Carers and Form Tutor where a situation has not been resolved
- Place students in a lunchtime or after-academy detention and inform Parents/Carers.
- Withdraw a student from social time for a fixed period in the event of anti-social behaviour during breaks and lunchtimes -inform Parents/Carers.
- Issue a Time-Out card where appropriate – advise Staff and Parents/Carers.
- Determine the appropriate sanction and intervention following serious incidents. Communication with parents/carers may be undertaken by the Head of Year or delegated to a Student Support Officer where appropriate.
- Refer students to outside agencies where appropriate – request permission from Parents/Carers
- Refer to Leadership Team if follow-up action, or a more serious sanction may be required

The Student Support Officer will:

- Manage day to day behaviour incidents as they occur
- Work with the 'on call' team to remove students from lessons when requested by staff and move to the Refocus Learning Area
- Record all incidents or student removals
- Keep form tutors and Heads of Year updated on details of incidents
- Communicate behaviour incidents, sanctions, removals, internal suspensions and detentions to parents/carers on behalf of the Head of Year where required.
- Act as a primary operational point of contact for parents/carers regarding day-to-day behaviour matters, sanctions and pastoral follow-up.
- Support the Head of Year by ensuring timely communication with parents/carers where the Head of Year is engaged in teaching, meetings, safeguarding activity or other academy commitments.
- Maintain accurate records of parent/carer communication on Bromcom and CPOMS where appropriate.
- Manage daily detentions ensuring parents are notified
- Be first point of contact for outside agencies into the Academy and liaise with attendance and HOY/CL

Internal Removals to the Refocus Learning Area

- Complete all paperwork/ summary on BROMCOM sending it onto the relevant members of staff
- Parents/carers will be informed of internal removals or internal suspensions via Bromcom

notification. Additional communication by telephone, email or meeting may be undertaken by the Student Support Officer, Head of Year or other designated member of staff where appropriate..
- Record Internal Exclusion on BROMCOM

The Assistant Principal for Behaviour and Attendance will:
- Support a Department with a behaviour concern; discuss targets and supportive measures with the HOY and Student Support.
- Where necessary, meet with Parents/Carers, Student and Curriculum Lead -inform Staff of the outcomes of the meeting
- For an ongoing concern in more than one Department or a serious "out of the classroom" issue, Meet with Parents/Carers and HOY to set targets and discuss supportive measures
- Issue students a suspension (With agreement from the Principal) –inform Parents/Carers
- Involve outside agencies where appropriate
- Review Suspensions
- Set up a re-admission meeting with student and Parents/Carers to provide those returning from a suspension with re-admission criteria -inform Staff
- Discuss and agree a part-time or alternative curriculum with Parents/Carers, where necessary –inform staff
- Consider a Permanent Exclusion where appropriate (Principal/Governors only)

The Academy Governors and Trustees will:
- During visits to Academy, note the implementation of the Positive Behaviours Policy
- Form a Governor's Disciplinary Committee to review any appeals regarding exclusions
- Provide representatives for any independent appeal committee against exclusions
- Monitor, evaluate and review the Positive Behaviours Policy regularly for impact of reformed behaviours/lowering of repeat offences; Governors will receive termly reports from the Principal/Executive Principal

Involvement of Parents/Carers

Parents/Carers are expected to encourage good behaviour in their sons/daughters, make themselves familiar with the Academy's rewards/ sanctions and behaviour management process and support its effective implementation where necessary through regular liaison with the Academy staff.

Involvement of Students

Students are encouraged to express their views on the present policy through tutor time discussions and contribute to the effective implementation of the policy.

The Academy Student Leadership team will be involved in reviewing the Academy's Positive behaviours and Anti-Bullying policies and procedures that reflect self-discipline, positive work and behaviour for learning.

The Head of Year is responsible for ensuring the positive contribution of students and the participation of all students in relevant discussions.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the Academy's Equality Policy.

The Academy is committed to creating an inclusive environment in which all students can achieve and participate successfully in school life.

In accordance with the Equality Act 2010, the SEND Code of Practice and current Department for Education guidance, the Academy recognises that some students may require reasonable adjustments and additional support in order to meet Academy expectations.

The Academy also recognises that high expectations, consistent routines and predictable consequences are particularly important in supporting students with additional needs.

The Education Endowment Foundation (EEF) guidance on Special Educational Needs in Mainstream Schools highlights the importance of consistent routines, clear consequences and high expectations support inclusion, safety and predictability. Reasonable adjustments may be made, however high expectations for safe and respectful behaviour remain for all students.

Sanctions

Detentions are given for poor work or inappropriate behaviour, arriving late to the Academy, not having the correct equipment or items of uniform and not completing homework.

At all times the Academy will make every effort to ensure that the sanctions are a reasonable and proportional response to the offence.

The Academy has the legal authority to detain students without parental consent at:

- Breaks
- Lunchtimes
- After school

Failure to attend such detentions will result in further sanctions.

In some circumstances (vandalism, damage to academy property, fighting with students or other such behaviour) offenders will be required to undertake academy community service and make reparation for damage caused as well. Apology letters will be written in every case by the student.

Participation in Trips and Events

Participation in school trips, visits, and extracurricular events is a privilege and not an entitlement. The Academy reserves the right to withdraw students from such activities if their behaviour is deemed unsafe, disruptive, or inconsistent with the Academy's expectations. This decision will be made by the Head of Year or a member of the Senior Leadership Team, and parents/carers will be informed.
In some cases, a behaviour contract or risk assessment may be required prior to participation.

Detention Procedures

- For an issue within the classroom a curriculum detention may be set.
- When students arrive late to Academy or have forgotten or are wearing inappropriate uniform, SLT detentions are set for 1 hour after school.
- Where inappropriate behaviour occurs outside of the classroom, SLT detentions are set by HOY.
- Subject Teachers can set detentions for incidents around the academy where students fail to reflect academy values due to negative behaviours.
- Any student who has an internal removal will automatically receive an hour SLT detention, on the same day.
- Failure to attend curriculum detentions will result in an SLT detention
- Failure to attend Leadership Team detentions will result in a removal to the refocus Learning area

When setting detentions, staff will:

- Inform the student that a detention is being set and the reason for it
- Inform the Parents/Carers via a BROMCOM text/push notification with the date, place, duration and reason for the detention
- Inform Student Support staff the names of students in after academy detention

During detentions students will:

- Be supervised
- Have a purposeful task to complete
  - ∗Complete a reflection task including repair conversation where possible
  - ∗Reading a book and writing a critique/ summary of what they have read

∗Maths practice.
∗Complete work missed through disrupting lesson

- Be dismissed after no more than 60 minutes.
- Be allowed time to eat lunch or visit the toilet if the detention is at lunchtime.

Internal Removal to the Refocus Learning Area (RLA)

The RLA is staffed by Middle leaders and SLT with the support of student support officers. The PSU is used on occasion to offer a more sensitive or differentiated intervention.

Procedures:

1. Student Support Officers will contact parents to inform if deemed necessary and directed by HOY/Behaviour Lead.
2. Parents/Carers will be contacted and meeting set up, if necessary
3. Students will spend the whole day, including break and lunchtime, and a period 6 in the refocus learning area
4. Students should only leave the room to go to the toilet by permission. They stay in at break (RLA yard) unless other arrangements have been made.
    - Access to the RLA yard is not an automatic entitlement whilst placed in the Refocus Learning Area. The Academy reserves the right to restrict or withdraw access to the RLA yard where it is considered necessary in order to:
    - maintain the safety of the student or others;
    - manage behaviour effectively;
    - support successful reflection and reintegration;
    - prevent contact between students where this may compromise an investigation, safeguarding concern or restorative process;
    - respond to concerns relating to bullying, intimidation, peer conflict or child-on-child abuse;
    - ensure the orderly running of the Academy.
5. Students register in the RLA.
6. Students are to complete a reflection sheet and repair task during their removal period
7. Students that have an associated detention for their behaviour that has results in attending the RLA can be directed to complete their detention in the same location.
8. Students that fail to attend associated detentions results in further escalation of sanctions.

Restorative Practice

Landau Forte Academy QEMS will use Restorative practice to help manage conflict and poor behaviours.

Our focus is on the following:

- Accepting diversity and difference among our students
- Supporting the student to make better choices through reflection
- Supporting the student to understand the impact of their choices on othersand how to make amends
- Using restorative and mediation practices to respond to unwanted behaviours
- Having all staff trained in restorative practices
- Ensuring the student makes/writes a letter of apology to the relevant staff member or student affected by his/her actions

Community service

Students may be required to complete a programme of community service as part of a restorative and educational response to inappropriate behaviour.

Community service is intended to:

- encourage personal responsibility and accountability;
- repair harm caused to the Academy community where appropriate;

- develop respect for the Academy environment and those who work within it;
- reinforce the Academy values of Compassion, Curiosity and Courage;
- support students in making positive contributions to the Academy community.

Community service activities will always be reasonable, proportionate, supervised and age-appropriate. Activities may include:

- supporting the upkeep of Academy facilities and shared spaces;
- litter collection and environmental improvement activities;
- assisting with Academy events or community initiatives;
- supporting reading and literacy activities;
- assisting staff with appropriate Academy tasks;
- other restorative activities deemed appropriate by Academy staff.

Exclusions

- In addition to the alternative supervision/student support arrangements available at the academy there are three types of exclusion in operation at QEMS:
- i) Internal removal ii) Suspension iii) Permanent exclusion.
- All action will be in accordance with county and national policy.

1. Recommendation to exclude – SLT.

2. Decision on type of exclusion made is based upon
   * incident
   * student's response to the incident
   * whether student is vulnerable, at risk, had SEND needs

3. Progress on Behaviour Contract and student achieving his/her targets

Internal Removals to the RLA (Internal Suspension)

An Internal Suspension is a serious sanction which may be used where a student's behaviour requires removal from normal lessons/circulation but does not meet the threshold for a suspension from the Academy

An Internal Suspension may be used to:

- allow for reflection and behavioural reset;
- protect the learning of others;
- support the investigation of an incident;
- maintain good order and discipline;
- provide a proportionate response to serious misconduct.

Students placed in Internal Suspension will:

- complete suitable educational work;
- remain under staff supervision;
- participate in restorative and reintegration processes where appropriate;
- be expected to comply with all expectations and instructions throughout the placement.

Students placed in Internal Suspension are expected to follow all reasonable instructions provided by Academy staff and engage appropriately with the intervention.

The Academy recognises that students may initially be upset, frustrated or reluctant to engage. Staff will seek to support students through appropriate discussion, clarification of expectations, restorative approaches and opportunities to regulate before further action is considered.

However, Internal Suspension is a serious sanction and students are expected to comply with the expectations, routines and instructions associated with it. Where a student refuses to attend, repeatedly leaves the designated area, refuses to follow reasonable instructions, deliberately disrupts the Internal Suspension provision or engages in behaviour which prevents the intervention from operating effectively, this will be considered a further serious breach of the Behaviour Policy.

In such circumstances, and where reasonable opportunities to comply have been provided, the Academy may escalate the sanction to a Suspension. This is because the student's actions may undermine the Academy's ability to maintain good order and discipline, disrupt the education of others and prevent the successful implementation of behaviour interventions designed to support re-engagement and improvement.

Suspensions

- Meeting with Parents/Carers to identify student targets and discuss behaviours
- Communication home to notify Parents/Carers
- It is the legal responsibility of the Parent/Carer to ensure that the student is not in a public place, without good reason, during academy hours
- A return to Academy lessons meeting will be held where a HBC will be put in place for a specified period of time.

Reporting suspensions and exclusions

When a student is suspended or excluded, we will notify certain people '**without delay**', meaning as soon as possible after the decision to exclude a student is made. These are:

- The student's Parents/Carers
- The governing board
- The LA, and the home LA of students who live outside your LA area
- The student's social worker, if they have one
- The student's virtual school head (VSH), if they are LAC

Procedures for successfully managing escalating or seriously disruptive behaviour

In all of the following stages it is important to keep the Form Tutor, Parent/Carer and student informed of action, expectations and progress.

Repeated, persistent or serious disruptive behaviour in the above categories Context: inappropriate behaviour persists despite previous intervention.

Action:

Before re-integration the CL/HOY will work with the student and the member of staff responsible for the learning session in which the student was disruptive to:

a) Resolve the situation – this would include acknowledgement from the student of their offending behaviour.

b) Establish clear boundaries for the student to be re-integrated into the learning group through a Behaviour Contract

Persistent or escalating disruption will lead to:

Extended Internal Exclusion and Re-integration

Context: Following the re-integration of a student into the learning group. Should the student repeat or continue with their disruptive behaviour or if the student is displaying similar behaviour in two or more curriculum areas, this then becomes a more serious matter. An extended removal can be considered either by a Senior member of staff or HOY, if the behaviour is occurring across curriculum areas.

Action:

- Removal from the lesson for an extended period to modify behaviour; ensure that learning for the individual can take place and protect other students from the disruptive behaviour - Parents/Carers to be informed and met.
- A student who has been temporarily removed from lessons will be re-integrated after a period of successful behaviour as follows:
- The period of removal will vary depending upon the circumstances.
- Resolve the situation with the member of staff – this would include acknowledgement from the student of their offending behaviour.
- The student will be subject to a Subject Specific Behaviour Contract in which there are clear expectations as well as conditions for the student to be re- integrated into the learning group. Parents/Carers will be involved in agreeing this contract. Re-integration to learning groups may be phased. This will be monitored by the HOY.

Higher Level Temporary Internal Exclusion and Re-integration

Context: Following re-integration into the group after an extended removal should the student continue to behave in a disruptive manner, this stage should be considered by a Senior member of staff.

Action:

i) Internal temporary exclusion for an extended fixed period to modify behaviour; ensure learning for the individual can take place and protect other students from the disruptive behaviour - Parents/Carers to be informed and met.

ii) The student will be subject to a Behaviour contract unless already in place in which there are clear expectations and boundaries for the student to be re- integrated into the learning group. Parents/carers will have been involved in agreeing this plan –the terms of which will be re-established.

A student who has been temporarily internally excluded will be re-integrated after a period of successful behaviour as follows:

i) The period of exclusion will vary depending upon the circumstances.
ii) Resolve the situation with the member of staff – this would include acknowledgement from the student of their offending behaviour.
iii) The student and Parent/Carer will sign a behaviour contract/Home School contract in which there are clear boundaries for the student to be re-integrated into the learning group. Failure to follow the terms of the agreed behaviour contract will result in progression to the next stage. Re-integration may be phased withthe involvement of the Academic Support Mentor/counsellor where possible.

Suspension

Context: Following re-integration into the group, should the student continue to behave in a disruptive manner this escalates to a suspension.

Action:

i) External temporary exclusion for an extended period to modify behaviour; ensure learning for the individual can take place and protect other students from the disruptive behaviour - Parents/Carers to be informed and met. If this period is for more than five days, alternative

provision must be sought from the sixth day onwards.

A student who has been temporarily externally excluded will be re-integrated after a period of successful behaviour as follows:

i) The period of exclusion will vary depending upon the circumstances.

ii) A behaviour contract will be agreed with a member of the Senior Leadership Team

iii) If this is not adhered to and behaviour is not modified, the behaviour contract will be re-established and re-signed and a final written warning will be issued by the Principal. Failure to follow the terms of the agreed behaviour contract will result in progression to a permanent Exclusion. Re-integration may be phased withLearning mentor involvement where possible.

Permanent Exclusion

Context: If this stage is reached then all attempts at previous stages to bring about the necessary positive change in the student's behaviour will not have succeeded. The Principal will permanently exclude the student from the Academy. The Chairman of Governors will be notified and Parents/Carers would have the right to appeal in writing within a period of 14 days setting out their grounds for appeal.

Please note: In cases where matters present a threat to the health and safety of the students and staff or to the social health of the Academy one, or more of these stages may be omitted.

Permanent Exclusion is the most serious sanction available to the Academy and will only be used where:

- there has been a serious breach of the Academy's Behaviour Policy; and
- allowing the student to remain in the Academy would seriously harm the education, welfare or safety of others;

or

- where a student's persistent disruptive behaviour demonstrates that extensive support, intervention and reasonable adjustments have been implemented but have not secured sustained improvement.

Permanent Exclusion will normally be considered only after a range of supportive interventions have been explored. However, there may be exceptional circumstances where a single serious incident warrants Permanent Exclusion.

When making a decision regarding Permanent Exclusion, the Principal will consider:

- the seriousness of the incident;
- the impact upon victims and the wider Academy community;
- the safety and welfare of students and staff;
- the student's behaviour history;
- any safeguarding concerns;
- any disability, special educational needs or vulnerabilities;
- whether reasonable adjustments and support have been provided where appropriate;
- the evidence available at the time of the decision.

The Academy recognises that maintaining a calm, safe and purposeful learning environment is essential for the education and wellbeing of all students. Whilst the Academy is committed to

inclusion and support, the needs and safety of the wider Academy community must also be considered.

Behaviours that may result in Permanent Exclusion include, but are not limited to:

- serious actual or threatened violence towards another student, member of staff or member of the public;
- common assault of another student or member of staff;
- verbal abuse, intimidation or threatening behaviour towards a member of staff;
- possession, use or supply of illegal drugs, controlled drugs or alcohol;
- possession, use or supply of an offensive weapon or prohibited item;
- theft or wilful damage to property belonging to the Academy, staff, students or members of the community;
- serious damage to Academy property;
- serious sexual violence, sexual harassment or sexually harmful behaviour;
- serious bullying, discriminatory abuse, racist behaviour or other prejudice-based incidents;
- malicious, vexatious or unfounded allegations against staff or students;
- behaviour which presents a significant safeguarding risk to themselves or others;
- serious misuse of technology, social media or artificial intelligence, including behaviour which causes harm, facilitates bullying, undermines examination integrity or brings the Academy into disrepute;
- behaviour whilst travelling to and from the Academy, participating in Academy activities or whilst identifiable as a member of the Academy community which damages the Academy's reputation or is harmful to others;
- repeated disruptive, defiant or unsafe behaviour which significantly impacts the learning, safety or wellbeing of others despite extensive intervention, support and reasonable adjustments where appropriate;
- any other behaviour which seriously undermines the safety, welfare, dignity or education of members of the Academy community.

Permanent Exclusion decisions will only be taken by the Principal in accordance with current Department for Education statutory guidance.

BROMCOM reports and database

Heads of Year

HOY should download a weekly report on
- Attendance Report
- Behaviour Report
- Lateness to period 1
- Lateness to all lessons
- Stage 1 – 4 Intervention

HOYs, at their discretion, should liaise with personal tutors, curriculum leaders and their SLT link and monitor any of the above via necessary means e.g. attendance officer intervention, behaviour support officer intervention, late reports, daily reports, IEP and/or Behaviour Contract.

HOYs should meet **every two weeks** with SLT link to discuss these reports.

Curriculum Leaders

Curriculum Leaders should also access a weekly behaviour report. They liaise with their Learning Tutors to provide support. Curriculum leaders meet with their SLT link **at least once every 4 academic weeks** to discuss the report.

Personal Tutors

To check weekly behaviour reports, lateness to lessons, attendance, and any Stages 1- 4 issued for students in their tutor group. Speak with students on a daily basis and contact Parents/Carers when necessary.

Positive Action to Improve Behaviour

Student Support

All students have access to a support network in school. Students with concerns can speak to any member of staff and can see their Personal Tutor (PT), Student Support Officer (SSO) or Head of Year (HOY) before school, at break, at lunch time or after school. We have a Wellbeing centre which provides a range of scheduled outside agency support suchas Mentoring, Malachi, School Nurse, T 3, St. Giles and many more.

The attendance officer monitors attendance and persistent absence and manages exclusions, managed moves and DIP meetings.

Students with behavioural issues are identified and are given extra support to help them manage their behaviour in school. This is done through behaviour contracts where targets areset for each student along with details of how the Academy and home will support the student to meet those targets. Appropriate rewards and sanctions will be linked to each behaviour contract.

A) Minor/Repeated disruption or non-compliance – More specific detail

Level of Intervention	Action
Level 1 **Tutor Intervention**– Speaks to student who has 5 or more defiant and disruptive behaviour in a week.If defiant and disruptive behaviour continues students will be placed on a behaviour monitoring report(White):	1) Subject specific – speak to classroom teacher and discuss what intervention is being put in to place. 2) A number of subjects – HOY will e-mail tutor to ensure that intervention is put in to place. E.g. Tutor Report
Level 2 **Learning mentor Intervention – Panel Meeting 1** Persistent disruptive and defiant behaviour 15 or more behaviour points. LM will review student's record and place on a behaviour monitoring report (Green).	1) Behaviour Panel meeting 1 with parent, Learning mentor and student to discuss behaviour and create an individual behaviour plan. Specific intervention put in place and recorded on to BROMCOM/CPOMS
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(Amber)	1) Behaviour Panel meeting 2 with parents, and HOY to review individual behaviour plan. Any specific intervention put in to place needs to be recorded on to BROMCOM/CPOMS
Level 4 **SLT Intervention – Panel Meeting 3** Persistent disruptive and defiant behaviour. HOYand SLT member will review student's record. Place on a behavior contract (Red)	1) Behaviour Panel meeting 3 with Parents/Carers, SLT, HoY, and studentto discuss behaviour and createa behaviour contract.

B) Serious offences including persistent disruption or refusal to co-operate

C)

Behaviour	Action
Refusal to co-operate; defiance; insolence; abuse of another student, would constitute serious disruption. Refusal to co-operate with Four to Start expectations. Repeated, persistent or serious disruptive behaviour in the above categories	Removal from lesson. The incident is logged as an incident on BROMCOM by the Call out team on behalf of the teacher and referred to HOY. 1 hour school detention is issued HOY discusses situation with Curriculum Leader (CL) to arrange temporary removal from lessons.
Poor Behaviour continues, despite previous intervention	Curriculum Lead to discuss with Assistant Principal to arrange higher level internal exclusion. Incident is logged on BROMCOM, Parental involvement/meeting.PT and HOY to be informed via e-mail.
Incident warrants an extended internal exclusion	Internal removal is used for an extended period of time. The incident is logged on BROMCOM appropriately by the member of staff considering the incident (SLT, Vice Principal or Principal). The PT and HOY is informed via e-mail.
More serious offences 1. Theft or wilful damage to property belonging to students, staff or the Academy 2. Behaviour whilst travelling to and from Academy (or whilst away from the Academy) that damages its reputation and/or is harmful to the public. 3. Possession of alcohol or controlled drugs (including cannabis). 4. Bullying/racist behaviour/sexual harassment 5. Common assault of another student. 6. Verbal abuse of a member of staff. 7. Malicious or unfounded accusation against a member of staff. 8. Common assault of a member of staff.	Principal intervention. Internal removal and suspension is used. The incident is logged on BROMCOM appropriately by the member of staff considering the incident (SLT, Vice Principal or Principal) facilitated by the Student Support team. The PT and HOY is informed via e-mail.

Alternative Placement Provision

Behaviour/Context	Action	Additional Information
Principal intervention has not secured sufficient improvement, or the incident involves serious violence, possession or supply of drugs, possession or use of an offensive weapon, serious assault, significant safeguarding	The Academy may consider a range of interventions, including Internal Suspension, Suspension, Off-Site Direction, Alternative Provision or Permanent Exclusion where appropriate. Parents/carers will be informed and involved in discussions regarding	Supportive interventions may include: • Off-Site Direction (time-limited intervention) • Alternative Provision (part-time or full-time) • Targeted behaviour intervention programmes • Reintegration support • Managed Move consideration where appropriate All actions will be recorded on **Bromcom** and, where appropriate, **CPOMS**.

concerns, or behaviour presenting a serious risk to the safety, welfare or education of others.	next steps wherever possible.	
Further intervention required to prevent Permanent Exclusion.	The Academy may consider a Managed Move where a fresh start in another school is considered to be in the student's best interests and all parties agree.	A Managed Move is a **voluntary and permanent transfer** to another school and requires the agreement of: • the Academy; • the receiving school; and • parents/carers. Managed Moves will be undertaken in accordance with current DfE guidance and local authority procedures.
Immediate intervention required to support behaviour, engagement or safety.	The Academy may direct a student to Off-Site Direction or Alternative Provision.	Off-Site Direction is a **time-limited intervention** and does not change the student's main school placement. The Academy retains responsibility for safeguarding, attendance, monitoring and educational outcomes throughout the placement.

The power to discipline beyond the school gate

The school reserves the right to impose disciplinary action for behaviour outside the school premises where a student is taking part in any school organised or school related activity, is travelling to or from school, is wearing school uniform or can in some other way be identifiable as a student at the school. In addition, the school has the right to impose disciplinary action for misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another member of the school community or member of the public, or could have an adverse effect on the reputation of the school. The judgement of the school will be based on the evidence available at the time. In these circumstances the school will also consider whether to notify the police, and will always notify the police if there has been a criminal act or a serious threat has been posed to a member of the public. If the behaviour is likely to be linked to the student suffering significant harm the school's safeguarding procedures will be followed.

Searching and confiscation

The Academy will act in accordance with the most recent version of the Department for Education's searching, screening and confiscation advice for schools, the Principal and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in or any other item that the school identify as an item which may be searched: weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette paper, matches or lighters, e-cigarettes, pornographic material, inappropriate or illegal images or images/video taken in school without staff consent. The search will be conducted by a staff member of the same gender as the student being searched, with a second staff member present as a witness, the exception being when any delay in searching might lead to potential significant harm for the student or others. All searches will be recorded on CPOMS. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting; poses a risk to staff or students; is prohibited, or identified in the school rules for which a search can be made or is evidence in relation to an offence.

Vaping, E-cigarettes and Nicotine Products

Possession, use, supply or distribution of vaping devices, nicotine products, tobacco products or smoking paraphernalia is prohibited. These items will be treated as prohibited items. Persistent possession, use or supply may result in Internal Suspension, Suspension or Permanent Exclusion.

Such behaviour conflicts with Academy values and may bring the Academy into disrepute.

Child on Child Abuse including Bullying

The Academy is committed to maintaining a safe, respectful and inclusive environment where all students feel valued, protected and able to learn successfully.

As promoted through our *Call It Out* campaign, child-on-child abuse, including bullying, will not be tolerated in any form. The Academy recognises that child-on-child abuse can take many forms and can occur both inside and outside of school, including online.

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying;
- prejudice-based and discriminatory behaviour;
- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- abuse within intimate personal relationships;
- causing someone to engage in sexual activity without consent;
- sharing nudes or semi-nudes;
- initiation or hazing-type behaviours.

The Academy aims to develop students who understand the importance of treating others with dignity, kindness and respect and who demonstrate the Academy values of Compassion, Curiosity and Courage in their daily interactions.

All reports of bullying or child-on-child abuse will be taken seriously and will be investigated promptly. Appropriate action will be taken to:

- safeguard and support any victim;
- address the behaviour of the perpetrator;
- reduce the risk of further incidents;
- educate students on appropriate behaviour and relationships;
- apply sanctions where appropriate in accordance with this policy.

The Academy recognises that bullying and child-on-child abuse may constitute a safeguarding concern and, where appropriate, incidents will be referred to the Designated Safeguarding Lead and managed in accordance with the Academy Safeguarding Policy and *Keeping Children Safe in Education*.

Behaviour which harms others, creates an unsafe environment, conflicts with Academy values or brings the Academy into disrepute will be addressed firmly and proportionately. Serious incidents may result in Internal Suspension, Suspension or Permanent Exclusion where appropriate.

This Behaviour Policy should be read alongside the Academy's Anti-Bullying Policy and Safeguarding and Child Protection Policy.

Sexual Violence and Sexual Harassment between children

This section of the behaviour policy should be read alongside the safeguarding policy. At Landau Forte Academy we recognise that individuals or groups of children can be victims of sexual violence or sexual harassment. We also recognise the perpetrators can either be individuals or act as part of a group. All forms of sexual violence and sexual harassment are unacceptable anywhere in society and our Academy community is no different.

Sexual violence and sexual harassment will never be seen as an acceptable part of growing up or

‘banter’ or ‘just having a laugh’. We will challenge all examples of sexist language or stereotypes along with behaviour such as grabbing breasts, bottoms and genitalia. This also includes examples of up-skirting as per Keeping Children Safe in Education.

We recognise that sexual harassment can also occur online and can include unwanted sexual comments and messages, sexualised online bullying, coercion and threats.

All reports of sexual violence and sexual harassment will be treated seriously and brought to the attention of the Designated Safeguarding Lead. This report will be investigated where appropriate to enable relevant referrals to be made to children’s social services and/or a direct report to the police.

All reports of sexual violence and sexual harassment will be dealt with on a case by case basis to ensure that we have a tailored response that best protects the students involved. We will need to consider the safety of the student/s making the report and also the safety of the wider school population when deciding on what sanctions are required to be put in place. If the victim and the perpetrator share a class we will organise for the perpetrator to not be a risk to the victim in that situation. Any identified risks will be mitigated so that all students are safe on the school site.

Malicious allegations

In instances where reports against the Academy, staff or other students are proven to be deliberately invented or malicious, the Academy will consider whether any disciplinary action is appropriate for the individual who made it as per this behaviour policy. Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the Academy will consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). As with all safeguarding matters and mental health concerns, the designated safeguarding Lead will be engaged and will make referrals into support services as appropriate.

AI, Digital Conduct and Academic Integrity

Students must not use artificial intelligence to submit work dishonestly, gain unfair advantage, impersonate others, create malicious allegations, generate false evidence or facilitate bullying.

The Academy has a responsibility to maintain the integrity of qualifications, assessments and public examinations.

Students undertaking qualifications at Key Stage 4 and Key Stage 5 should be aware that inappropriate use of artificial intelligence may constitute examination malpractice.

Examples may include, but are not limited to:

- submitting AI-generated work as their own;
- using AI to complete coursework or controlled assessments without authorisation;
- using AI to gain an unfair advantage in assessed work;
- falsifying evidence, research or sources through the use of AI tools.

Where malpractice is suspected, the Academy may investigate and report concerns to awarding organisations in accordance with examination board regulations.

Consequences may include:

- loss of marks;
- loss of non-examination assessment marks;
- disqualification from an assessment component;
- disqualification from a qualification;
- sanctions imposed by awarding organisations;
- Academy sanctions, including Internal Suspension, Suspension or Permanent Exclusion where appropriate.

Use of Mobile Phones, Smart Watches and Electronic Devices

The Academy recognises that parents/carers may wish their child to carry a mobile phone for safety and communication whilst travelling to and from school. The Academy supports this approach and acknowledges the role mobile phones can play in supporting students before and after the Academy day.

In accordance with the Department for Education's statutory guidance **Mobile Phones in Schools**, the Department for Education's guidance **Behaviour in Schools**, and the Academy's commitment to maintaining a calm, safe and purposeful learning environment, Landau Forte Academy QEMS operates a **mobile phone-free school day**. This approach is intended to protect learning time, reduce unnecessary distractions, minimise low-level disruption, promote positive social interaction and support the wellbeing of all students.

For the purposes of this policy, the Academy day begins the moment a student enters the Academy site and ends when they leave the Academy site.

Expectations During the Academy Day

Students are permitted to bring mobile phones to and from the Academy to support their safety whilst travelling.

From the point that students enter the Academy site until they leave at the end of the school day:

- mobile phones must be switched off;
- mobile phones must be stored out of sight in a school bag;
- mobile phones must not be carried on a student's person;
- mobile phones must not be visible, audible or used anywhere on Academy premises;
- headphones, earbuds and similar electronic devices must not be visible, audible or used unless specifically authorised by a member of staff;
- personal electronic devices must not be used during lessons, lesson transitions, tutor time, breaktimes, lunchtimes, detentions, Internal Suspensions or extracurricular activities that take place before students leave the Academy site.

Students may access and use their mobile phones immediately after leaving the Academy site at the end of the school day.

Smart Watches

The Academy recognises that modern smart watches increasingly possess many of the same capabilities as mobile phones.

The Department for Education's statutory guidance states that references to mobile phones should also be taken to include other communications and smart technologies with similar functionality. Due to the extensive and continually evolving range of technology available through smart watches, it is not practical or reasonable for staff to reliably distinguish between permitted and non-permitted devices during the Academy day.

To ensure consistency, clarity, safeguarding and enforceable expectations:

- smart watches are prohibited on Academy premises;
- students may wear a standard analogue/digital watch solely for timekeeping purposes

Any watch capable of communication, internet access, messaging, notifications, recording, photography, video capture, social media access or artificial intelligence functionality will be treated as a prohibited electronic device.

Student Support Arrangements

The Academy recognises that some students may initially find these expectations challenging.

To support positive habits, reduce distraction and enable effective engagement with learning, arrangements can be made for mobile phones or electronic devices to be handed into Student Support at the beginning of the school day and stored securely until the end of the school day.

- This arrangement may: be requested by a parent/carer/student
- be recommended by staff;
- be directed by the Academy following repeated breaches of this policy.

Medical

The Academy recognises that some students may require access to a device as part of a medical condition. Where necessary, individual arrangements will be agreed through the Medical Officer and communicated appropriately to staff.

Contacting Parents/Carers

Parents/carers who need to communicate urgently with a student during the Academy day should contact Reception. The Academy has established systems to ensure urgent messages are communicated promptly and appropriately. Students who need to contact home during the Academy day in an emergency should speak to Student Support or Reception through the request system, who will facilitate communication where appropriate.

Students are able to access their devices immediately after leaving the Academy site at the end of the school day. Therefore, communication which is not urgent should ordinarily wait until this time.

Parents/carers are requested not to contact students directly on their mobile phones during the Academy day unless there are exceptional circumstances. This approach is consistent with Department for Education expectations that schools maintain clear communication channels through school staff and systems rather than through direct student mobile phone access during the school day.

Confiscation and Sanctions

The Academy operates a clear and consistent **"See It, Hear It, Take It"** approach.

Where a mobile phone, smart watch or prohibited electronic device is: seen; heard; visible; used; or reasonably believed to have been used during the Academy day, the device will be confiscated immediately by a member of staff.

This expectation also applies where the Academy becomes aware that a device has been used during the Academy day, even where the use was not directly observed by a member of staff.

First Breach

For a first breach of this policy:

- the device will be confiscated;
- a 1 hour detention for the next day. Refusal to hand over the mobile phone will result in a removal to the Refocus Learning Area.
- the device may be collected by the student from Student Support at the end of the Academy day.

Repeat Breaches

Where repeated breaches occur:

- a parent/carer will be required to collect the device from the Academy;
- students may be directed to hand devices into Student Support each morning as part of their daily routine;
- additional behaviour sanctions may be applied;

- where persistent breaches occur, confiscation periods may be increased for up to five Academy days, or for such period as deemed appropriate by the Principal in accordance with Department for Education guidance.

Refusal to Hand Over a Device

Refusing to hand over a phone, smart watch or prohibited electronic device when instructed to do so by a member of staff constitutes a refusal to follow a reasonable instruction.

This will be treated as a serious behaviour matter and may result in:

- removal from lesson;
- Internal Suspension;
- Suspension;
- further sanctions in accordance with the Academy Behaviour Policy.

Designated Areas

The Principal reserves the right to make exceptional individual arrangements where required to meet safeguarding, medical or legal obligations. Any such arrangements will be formally agreed and communicated to relevant staff.

Contacting Parents/Carers

In non-urgent situations, Parents/Carers wishing to contact their son/daughter during the Academy day should ring the academy. We have a well-established and efficient system for getting messages to students and pastoral support if it is needed.

Students who urgently need to contact Parents/Carers during the course of the Academy day should speak to Student Support Services, who will make a phone available.

Students in Sixth Form

The mobile phone and electronic device expectations contained within this section apply to students in Years 7-11 unless otherwise stated. Sixth Form students are expected to use mobile phones and electronic devices responsibly and in accordance with the specific arrangements and expectations set out within Sixth Form policies and procedures.

Further Guidelines

Academies are permitted to confiscate phones from student under sections 91 and 94 of the Education and Inspections Act 2006. If we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury, staff have the power to search student's phones, as set out in the DfE's guidance on searching, screening and confiscation. This will always be done by a member the Senior Leadership Team.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The Academy takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes but not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Section 2 – Landau Forte Academy Tamworth Sixth Form

Guidelines

The intention is to operate both fairly and inclusively with all of our students. Positive behaviour should be recognised and rewarded. Behaviour that disrupts a student's own learning or that of others cannot be accepted. Guidelines are in place within this policy to support students and staff in their efforts and to secure fairness for all concerned. Students and their Parents/Carers must understand that alongside their rights are their responsibilities and the rights of others.

As a voluntary 16-19 Sixth Form college, we expect our students to conduct themselves in a business manner whilst representing the Academy, both on and off site. More details of these expectations can be found in the learning agreement which is signed by students, Parents/Carers and Sixth Form staff upon enrolment in year 12.

Referral to senior staff

In cases where matters present a threat to the health and safety of the students and staff or to the social health of the Academy, students may be excluded either for a fixed term or permanently.

Examples (not an exhaustive list)

a) Theft or wilful damage to property belonging to students, staff or the Academy;
b) Conduct whilst traveling to and from the Academy (or whilst away from the Academy) that damages the reputation and/or is harmful to the public;
c) Possession / supply / being under the influence of alcohol or controlled drugs;
d) Bullying / racist conduct/ sexual harassment;
e) Common assault of another student or a member of staff;
f) Verbal abuse of a member of staff;
g) Malicious or unfounded accusation against a member of staff;
h) Inappropriate use / misuse of social networking sites and the internet

Exclusions

In addition to the alternative supervision/student support arrangements available at the Academy there are three types of exclusion in operation at Landau Forte Academy Sixth Form: i) Internal exclusion ii) Fixed term exclusion and iii) Permanent exclusion.

- Recommendation to exclude – SLT.

- Decision on type of exclusion made is based upon
  - incident
  - student's response to the incident
  - whether student is vulnerable, at risk, had SEND needs
- Progress on student achieving his/her behaviour targets

Internal Exclusion

- Meeting with Parents/Carers to identify student targets and discuss behaviours
- A letter will follow with the Behaviour Contract
- Work set by subject teachers to be completed by students during Internal Exclusion

Fixed Term Exclusion

- Meeting with Parents/Carers to identify student targets and discuss behaviours
- A letter will follow with the Behaviour Contract
- It is the legal responsibility of the Parent/Carer to ensure that the student is not in a public place, without good reason, during academy hours
- A return to school lessons meeting will be held where a Behaviour Contract will be put in place for a specified period of time

Permanent Exclusion

Context: If this stage is reached then all attempts at previous stages to bring about the necessary positive change in the student's behaviour will not have succeeded.The Principal will permanently exclude the student from the Academy. The Chairman of Governors will be notified

Date	**September 2026**
Changes Made	**Various**
Made by	**Mr K Chatfield**