



BEHAVIOUR FOR LEARNING POLICY

SCOPE: Academy Policy

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Outstanding Achievement for All

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Behaviour for Learning Policy

Introduction:

At LeAF Studio we aim to maintain a disciplined, organised, and **friendly** atmosphere in which **every member of the LeAF community treats each other with courtesy, respect, honesty, and tolerance**. These values are recognised and upheld by the school's approach to behaviour and achievement – "Proud to Be LeAF" (see Appendix A).

Please note that sixth form partner sites may have differing behaviour policies and will adhere to these.

Aims:

To create an environment that allows teachers to teach and all learners to learn effectively and achieve their full potential.

To encourage learners to develop high standards and good habits that will allow them to achieve their potential in their adult lives.

The policy and the associated appendices will give guidance to:

Learners	to enable them to understand their responsibilities and rights.
Parents	to know that they will be supported by the school to enable their child to achieve and mature.
Staff	to promote positive behaviour and to respond to incidents of inappropriate behaviour.
Principal's Discipline Committee	as needed
Relevant external agencies.	if required

Expectations of Students:

We are all responsible for our own actions. LeAF Studio is committed to equal opportunities and anti-bullying and will not tolerate incidents of abuse, harassment, or violence against others. We believe we are a community of learners where we value each other and help one another to do our best. We are proud of what we achieve together and as individuals at LeAF Studio and beyond.

Our policy is based on the premise that:

- Each student has the right to learn.
- Each teacher has the right to teach without interruption.
- Every parent has the right to information about their child's behaviour and to work in partnership with LeAF Studio to encourage high standards.
- Each participant in this partnership needs to be aware of these standards.

We believe that acceptable behaviour can be clearly defined and includes:

- **respecting others** as well as **other cultures and beliefs**
- listening to and responding appropriately to teachers and each other
- avoiding conflict with others
- being **honest**

We believe that we should:

- Care for the LeAF Studio community and the people that study and work here
- Always treat others with **kindness, respect, courtesy, and politeness**
- Not shout, name-call, or use abusive language.
- Help anyone who is hurt or upset and inform staff if needed.
- Tell the truth about what happened when reporting an incident.
- Avoid escalating incidents through word or deed.

Above all it means our students accepting responsibility for their own actions and ensuring that they do not adversely affect the education of others through poor behaviour.

Parents/carers and teachers have joint responsibility to support learners to behave appropriately. There is an expectation that parents/carers will sign the **Home-School Partnership Agreement** which is sent out as part of the admissions pack when learners join the school. LeAF Studio aims to work with parents should difficulties arise and encourages parents to work with the school to implement strategies to change behaviour patterns. Learners are also expected to commit to the following:

We want to learn and become responsible members of the community. We will:

- Follow the classroom expectations displayed in every teaching area (S.T.A.R.T)
- Follow instructions without argument and comply with school sanctions if we break a school rule.
- Allow others to stay focused on their work and not disrupt their learning.
- Follow behaviour for learning expectations when on LeAF Studio trips and visits.
- Only use mobile phones in designated areas during break and lunch times or if directed by teachers within lessons.
- Ensure we bring the necessary equipment for each lesson and an appropriate school bag.

We care about the environment in which we learn and work. We will:

- Treat all LeAF Studio property with respect.
- Walk around LeAF Studio in a quiet and orderly manner.
- Eat and drink in the canteen or designated areas **only**.
- Not take food or drink into the main building unless it is a wet break.
- Use the litterbins provided.

We will keep each other safe. We will:

- Tell staff if we see strangers on LeAF Studio's site.
- Tell an adult if we are being bullied, or we know that others are being bullied.
- Follow the e-safety rules for safe use of ICT and tell an adult if another learner is not using the Internet or School network safely.
- Follow classroom safety rules.
- Not interfere with fire safety equipment
- Report any breakages to staff.

We take pride in our appearance as a member of LeAF Studio. We will:

- Always wear the LeAF Studio uniform around the site and ensure it is all named – no non-uniform items are permitted, including hoodies not stipulated in the Uniform Policy
- Only wear coats outside of the main building between facilities
- Adhere to the Uniform Policy (including piercings and hair)

We respect our own and other people's property. We will:

- Label all our equipment
- Only bring a small amount of money into LeAF Studio and only if we need to – using ParentPay for all school financial purchases.
- Not ride bikes or scooters on the school site (including the car park) and lock them up securely in the bike sheds when we bring them to LeAF Studio
- Keep all valuable/sentimental property at home; LeAF Studio cannot be held responsible for loss or damage.

Prohibitions: (see Exclusions Policy)

We know that:

- Smoking and vaping are banned on the LeAF Studio site, around LeAF Studio and the immediate vicinity and/or whilst wearing LeAF Studio branded uniform.
- Energy drinks are banned from site and will be confiscated and disposed of; this includes drinks containing caffeine or high levels of sugar.
- Mobile phones are not permitted during lessons, unless teachers or coaching staff display the green mobile phone symbol in their lesson. The only places mobiles are allowed are in the canteen or outside at break times.
- Chewing gum is banned on the LeAF Studio site. If a student is seen chewing gum, then they will be issued a behaviour point and will be litter picking during break/lunch.
- Alcohol, illegal substances, drugs, cigarettes, e-cigarettes, CBD, matches and lighters, aerosols, dangerous items, weapons, knives and / or stolen items must never be brought into LeAF Studio or carried or used on site. Failure to comply may lead to permanent exclusion.

Staff Responsibilities:

All staff are expected to:

- Model high standards of behaviour, both in their dealings with students and each other
- Promote a climate which enables all learners to flourish, recognising that we all have different strengths and needs.
- Promote high standards of learning and achievement.
- Promote equality of opportunity in a secure and supportive learning environment
- Promote good relationships in LeAF Studio's community through the consistent application of clear rules and expectations.
- Promote learner self-discipline and **respect for self, others, and the environment**.
- Promote an ethos of help and support to enable all learners to feel part of the LeAF Studio community and to take **pride** in that community.
- Follow the Behaviour for Learning structure as set out in this document.
- Demonstrate a professional approach to learning by arriving on time to lessons, being well prepared and ready to greet students at the door as they enter.

Staff training:

All staff receive regular training and CPD on behaviour management. This includes using materials from the Early Career Framework and Initial Teacher Training programme (for new teachers) as well as relevant National Professional Qualifications if appropriate. Regular CPD time is given to train staff on the strategies outlined in this policy and refreshers are included at the start of each half term for both staff and students to ensure consistency and set out clearly our expectations in terms of behaviour. Additional CPD on SEN needs is delivered by the SENDCO which focuses on how to implement the behaviour policy when faced with SEN needs such as autism and ADHD.

Behaviour for Learning Rewards (Achievement Points/Rewards):

At LeAF Studio we pride ourselves on recognising achievement in all its forms. We issue rewards to students in a variety of ways and for a range of reasons. Obviously, we expect all our students to work hard and do their best, as well as expecting them to behave appropriately and with respect for others. Rewards are therefore given when students go beyond these basic expectations. Examples they are issued for:

- 100% attendance within a progress cycle

- consistently good work within a subject area over a period of time
- contributions to charity events and fund-raising
- any other reason deemed worthy of recognition by a teacher.
- PTBL: Preparation, Teamwork, Behaviour, Learning

Trips to external events and experiences (e.g., Specialism week, Year 11 prom etc) are regarded as being rewards for students who meet our expectations and therefore, we will always select students for these based on behaviour and attendance.

Positive Behaviour Overview:

Core Values

- We are an inclusive community.
- We focus on the positive – our role is to promote the best in every student.
- We believe that most behaviour is learnt behaviour and our role is to model positive behaviour to create mutual respect between staff and students.
- We believe it is essential to separate the behaviour from the individual – every mistake offers the chance to put things right.

Core Strategies

To engage students in learning, staff will use a range of strategies and have:

- High personal expectations of every student and make these expectations the focus for learning.
- Apply rules, routines, sanctions, and rewards consistently using S.T.A.R.T. to maintain consistently positive behaviours for learning.
- Fairly deploy a range of techniques and strategies to deal with behaviour – both verbal and non-verbal
- Use the language of mutual respect.
- Avoid over-reaction and confrontation.
- Adopt a positive approach to problem solving - group dynamics and individual behaviour can be changed.

A consistent and fair approach:

Apply rules, routines, sanctions, and rewards consistently and fairly.

Following set routines and procedures every lesson minimises conflict with students. This level of consistency by all staff also maximises the emotional well-being of students and creates the right mind-set for positive behaviour.

S.T.A.R.T.

This level of consistency is consolidated by engaging students with the following expectations:

- S- Sit up, listen, and engage.
- T- Track the speaker.
- A- Always focussed on learning
- R- Respond to instructions without question or comment.
- T- Take turns; one voice at a time.

The Rewards System

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour enables students to see the rewards of positive behaviour and to learn appropriate behaviours of their own.

Aims of the Reward System

- To create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate good behaviour for learning in the classroom and those who are excellent members of the school community outside of the classroom.
- To ensure practice is consistent across the school.

Stages of the Reward System

The reward system runs parallel with the sanction system and is displayed in a pyramid format. The rewards system encourages active and direct involvement of all staff and students at LeAF Studio. The system allows for all students (regardless of ability, gender, or age) to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.

Level 1: Daily Celebration

Students receiving achievement points will be recognised and celebrated during tutor time the following day.

Level 2: Star of the Half Term

The students with the most achievement points and / or 100% attendance in both Stage and Sport in each year group will be celebrated through our termly Rewards assemblies and issued with various prizes.

Level 3: Student of the half term – subject areas

Each half term, every subject area recognises a student from each year group who has demonstrated significant effort, achievement, and progress. These students will be celebrated across the school, on our Wall of Fame and on social media.

Level 4: Principal Award Ceremony (Awards Evening)

All students (of each year group) are invited to attend the annual awards ceremony in the summer term. Students can be nominated for an award in academic, specialism or whole school categories. The winning students will be presented with a trophy and certificate. All nominated students will receive a certificate and be placed on the school website displaying the results of the evening.

The Behaviour and Expectations System:

Everyone in the LeAF Studio community has a responsibility to promote positive and appropriate behaviour. The Principal and Governing Body are responsible for reviewing this policy in consultation with the LeAF Studio community on a yearly basis. The LeAF Studio community is responsible for the promotion of this policy in a consistent and positive way. The values, standards and expectations affirmed in this policy are supported through the taught curriculum across all subject areas. The structure of LeAF Studio's response to different levels of behaviour is set out below:

Monitoring behaviour:

Our behaviour system uses a sliding scale of points to monitor and track student behaviour. Each student's behaviour points are tracked using SIMS and are available for parents to see via the SIMS parent app. Tutors and Heads of Year regularly monitor this data in order to support students early before their behaviour escalates. Heads of Year meet with the Vice Principal (Inclusion) weekly to discuss any concerns arising from this data. The main categories of points are listed below:

- Prep points – for not having correct uniform or equipment (worth 1 BP)
- Behaviour points – given for one-off incidents such as non-completion of homework, being late to lessons, swearing, chewing gum or other anti-social behaviours (worth 2 BPs)
- Referral – given when a student has to be removed from a lesson (worth 4 BPs)
- Behave & learn – issued when a student is involved in a serious incident that requires them being put in B&L for at least a day (worth 5 BPs) or when they have received two referrals in the same week (no additional BPs)

The main use of these behaviour points is to allow staff to monitor behaviour and implement our report system which is outlined below:

LEVEL 1 – Classroom Teacher Responsibilities

Low level disturbance during the lesson, e.g., talking out of turn and slowing the constructive pace of a lesson. The classroom teacher is responsible for dealing with behaviour during their lessons and for ensuring homework is completed.

- The S.T.A.R.T. Behaviour Framework (see Appendix C) will be displayed in each classroom, clearly demonstrating the expectations we have of our students. The Consequences Flowchart (Appendix B) will also be displayed in order for students and staff to have clarity on the progressive steps that sanctions may take if required.
- All classroom teachers should ensure there is a productive and focussed learning environment without disruption. This will be at the teacher's discretion but carried out professionally.
- If there is any disruption to the lesson, the relevant student/s will initially receive a **verbal warning** regarding their behaviour and be prompted to focus on behaviours for learning. Their initials will be recorded on the whiteboard at the front of the room as a visual reminder for the student.
- Using their professional judgement, staff will always try to allow a minimum of three minutes "cooling off" time before issuing additional sanctions to give the student/s time to amend their behaviour.
- If there is a further incident of disruption from the same student/s, then a **referral** will be issued, and the student will be removed from the lesson and sent to the Behave & Learn room where they will remain for a minimum of two lessons and one full break or lunch time. The teacher will phone home to inform parents why this referral was issued. This will then lead to an automatic SLT detention for one hour after school on the next Friday. Failure to attend this detention without prior agreement will lead to a 2-hour detention after school on a Monday.

- Two referrals or 8 behaviour related points in a single day will mean a full day in Behave & Learn the following day. This will be checked every evening by HoY and parents informed as necessary.

SIMS Entries:

- Any comments must be recorded simply e.g., abusive, inappropriate language, persistent disruption. **Staff are NOT to make this into a narrative. This can be viewed by parent/carers on the SIMS parent app. No other student names should be written in full due to GDPR.**
- Any contact made with home must be recorded on the SIMS Communication Log.

LEVEL 2 – Subject Teacher / Tutor Responsibilities

Persistent failure to comply when a level 1 response has been followed through by staff will lead to Level 2 which is managed by tutors or subject teachers.

- If a student gains **10 behaviour points**, their tutor will place the student on a **Tutor Behaviour for Learning Report** (see Appendix E) for one week in order to monitor their behaviour. The tutor will phone home to inform parents/carers of this and will update the Report spreadsheet on Teams before recording it on SIMS as well. The tutor will also record the current number of behaviour points on the front of the report for monitoring. Students must have their report card signed each day by a responsible adult at home and then the tutor will check it every morning.
- Should a further **10 behaviour points** be gained within the one-week period then the student has failed the report(s) and will move up to Level 3 - the report cycle will then begin again (see below).
- Parents and students should be aware that this information could be passed to other educational establishments and potential employers. It can also affect their ability to take part in any off-site activity and/or internal activity with outside speakers.
- Every cross or blank on the report must be logged by teachers as a behaviour point on SIMS.

If a student improves whilst on tutor report, then the tutor ends it and notes this on the Report spreadsheet in Teams. **All** contact with parents will be recorded on the SIMS Communication Log.

LEVEL 3 – Head of Year Report

When a student has failed to respond to Level 2 sanctions and interventions the appropriate Head of Year will become involved.

The Head of Year will, in the first instance, meet with the student and place him/her on Head of Year Report. There will be appropriate specific targets on the report, agreed with the Head of Year. It is the responsibility of the classroom teacher to put ticks or crosses on the report card for each target. **Every cross should generate a SIMS entry through the relevant behaviour points.** Report cards will be checked at the start and end of each day by the Head of Year.

- The Head of Year is to put this information on SIMS and the Report spreadsheet on Teams. Parents/carers may also be invited in for a meeting to discuss the behaviour issues. A risk assessment may need to be considered and completed with parents if necessary. The SENDCo may also need to be contacted to see if further support is required for the student.
- A student will stay on Head of Year report for one week. After coming off report, if within two school weeks there is a recurrence of unacceptable behaviour this will be reported to parents and the student will go back on report at the same level or be escalated to SLT.
- Every cross or blank on the report must be logged by teachers as a behaviour point on SIMS.

- If a student gains a further **10 behaviour points** during their report, they have failed the Head of Year Report and will be moved to Level 4 (see below).
- At each stage students and parents should be informed that being on behaviour report will be placed on the student's record. Parents and students should be aware that this information could be passed to other educational establishments and potential employers.

All contact with parents must be recorded on SIMS.

LEVEL 4 – Vice Principal Report

Report cards will be checked at break, lunch, and end of school day by the VP.

- The student will be placed on Vice Principal Report for one week. Parents will be informed that this will remain on the student's records until they leave LeAF and may well be passed on when references are requested by other educational establishments and employers. It can also affect their ability to take part in any off-site activity and/or internal activity with outside agencies.
- A meeting or phone call with parent / carers / Head of Year / VP may be arranged to set up the VP report. A risk assessment may need to be considered and completed at the meeting.
- At the meeting with parent/carers the possible outcomes of failure on Vice Principal Report will be clearly set out. They include:
 - SLT detentions
 - Internal Behave & Learn
 - Suspensions
 - A managed move to another school
 - A temporary move to another school within the Trust
 - Permanent transfer to another school
 - Education outside mainstream education
 - Referral to Governors disciplinary committee
- Any student on Vice Principal Report will be discussed at the weekly Senior Leadership meeting.
- If a student gains a further **10 behaviour points** during their report, they have failed the VP Report and will face a combination of the above consequences before being moved to Level 5 (see below).

LEVEL 5 – Referral to Disciplinary Panel / Possible permanent exclusion

If a student fails to respond positively to Vice Principal Report, then they may be referred to the Disciplinary Panel. The disciplinary panel will be made up of the Principal and Vice Principal. It could also be attended by a relevant Governor. On occasion a student may have become so unsettled that to remain in mainstream lessons could put the student or others at risk; therefore, internal Behave & Learn or suspension may be imposed. They should return to mainstream lessons following a meeting with their parent/carer as prescribed in the suspension letter. For a student to be sent home an agreement **must** be made with the principal.

AT ANY STAGE A SERIOUS INCIDENT SHOULD BE REPORTED TO THE VICE PRINCIPAL / PRINCIPAL VIA MAIN RECEPTION IMMEDIATELY.

This would include serious inappropriate behaviour including violent behaviour or any incident involving drugs, alcohol, or weapons.

ATTENDANCE, PROGRESS & BEHAVIOUR

The APB system:

At LeAF Studio, we know that students attend our school to benefit from the specialist training and support we offer, and we firmly believe that access to this is a privilege that needs to be earned. We also believe that having high expectations of all our students is critical in building them up as they prepare to go out into the world of work and careers. Opportunities such as training, fixtures, rehearsals, shows, trips, and competitions are all an integral part of what we offer here at LeAF Studio.

In order for students to be able to access these opportunities, they will need to consistently meet set targets in three key areas. At the end of each half term (every 6-7 weeks) we will be reviewing students' performance in these areas, each of which they will need to pass to access their specialism hours. The three areas are as follows:

- **Attendance** – students will need to reach a minimum attendance figure
- **Progress** – this will be a measure of their academic progress, including their attitude to learning in lessons (please note this is not just based on assessment scores but on their average improvement across all their subjects since the start of the year)
- **Behaviour** – students will need to be below a maximum number of behaviour points

Any student who fails to meet all the required targets at the end of each half term will subsequently be removed from all training, fixtures, rehearsals, trips and shows for the whole of the next half term. Instead of their training hours, they will be given additional academic tutoring in Maths and English plus other personalised support to help them meet their specific targets in the next APB review. Parents will be informed after each APB review if their child is being removed from training for the following half term.

Obviously, there may well be extenuating circumstances for some students, particularly around issues such as medical absence; we will always take these into account before deciding on which students are being removed from training. This will ensure that the vast majority of our students, who try their best and excel every single day, are able to continue accessing all their specialist opportunities throughout the year. Students will be regularly updated on their attendance, progress and behaviour points in tutor times and parents will be able to monitor attendance and behaviour through the SIMS parent app as well.

The school also reserve the right to remove any student from training **with immediate effect** in the event of a serious incident or ongoing behaviour concerns. There is no maximum time limit for such a removal – it will be decided on a case-by-case basis by the Senior Leadership Team.

SPECIFIC BEHAVIOURS:

Behaviour outside the classroom:

Unacceptable behaviour outside the classroom will be dealt with by any member of staff who witnesses it and referred to the appropriate tutor or Head of Year. At break and lunchtimes there are staff on duty to supervise student behaviour and issue accordingly. Behaviour points and referrals can be issued by any member of staff if they deem it appropriate.

Behaviour away from the school site:

Any time students are away from the school site but in school uniform, they are representing LeAF Studio and as such the behaviour policy still applies to them. This includes travelling to and from school as well as organised trips and activities. Any kind of behaviour that brings the school into disrepute will be acted on as if it was in school, using the full range of sanctions available as outlined in this policy. This also includes any online behaviours where the student is clearly identifiable. Again, any instances of online abuse or bullying will be treated the same as if they occurred in school and will be sanctioned accordingly.

Homework:

Home learning is an integral part of both academic and specialism lessons and is key in ensuring students are learning more and remembering more. Homework is set every Monday and due in the following Monday and any homework not completed by this time will automatically result in a Homework behaviour point and an after-school detention on the following Tuesday or Thursday. Any student who fails to attend the homework detention will be issued with a referral and a Friday SLT detention.

Bullying and child on child abuse:

At LeAF Studio we are proud of our diverse and inclusive community. There is absolutely no place for any form of bullying or abuse, and we operate a zero-tolerance policy as far as this is concerned. Students are regularly reminded of the importance of reporting any such incidents as well as the potential consequences of being involved in this sort of behaviour. For further details, please see our Anti-Bullying Policy. In the event of incidences of proven discrimination, harassment or bullying, students will receive the following sanction:

- Initial offence – **informal warning** to be given about conduct with a period of internal isolation in Behave & Learn for the purposes of education around the relevant issue.
- Second offence – **formal warning** to be given with an appropriate sanction (Behave & Learn on internal suspension at another school)
- Further offence – any subsequent incident will automatically lead to a **fixed term suspension**.

Students also receive regular input and education around sexual harassment and violence through both the assembly programme and our Personal Development provision. Students are regularly encouraged to report any such incidents to any adult in school and know that we treat such issues with the utmost importance. Any student involved in such behaviours will face a range of sanctions right up to fixed term suspensions or even permanent suspension if appropriate.

Punctuality to lessons:

We are a very small school, and it takes less than a minute to walk the length of the main building. Any students arriving more than 2 minutes after the start of a lesson will be given a punctuality point on SIMS. The only exception to this is when students are transitioning from the MSC and then they will be allowed 5 minutes to get to their lessons in the main building.

Punctuality to school:

The main gate will be locked at 8.35am each morning. Any student coming in late after this will need to go to main reception where they will sign in and the number of minutes late will be recorded. If a student is late before the start of Period 1 (8.45am) without an acceptable explanation from the parent/carer, then they will receive a late mark and a break time detention for 10 minutes. If they are late after the start of Period 1 (again without an explanation from a parent/carer) then they will be issued with a truancy referral and therefore an after-school detention. Multiple lates within a single week after the start of P1 may result in a student being placed in Behave & Learn for a whole day.

Truancy:

It is the responsibility of classroom teachers to ensure an accurate register is taken **within the first 10 minutes** of every lesson. **Subject staff should inform Studio Attendance by email** if a student fails to **attend their lesson but has been marked present in the previous lesson/s or has no valid attendance code**. Students should be questioned by subject staff if a teacher notices that a student has been marked absent for a previous lesson. If there is no satisfactory reason given, again Studio Attendance should be informed who will follow-up to establish the reason for the discrepancy. Any student who has truanted (and this includes regularly being late to lessons – staff should inform the relevant Head of Year) will be placed in Behave & Learn for one day and parent/carer informed by the Head of Year. Repeated truancy will result in a meeting between parents/carers and the respective Head of Year to discuss consequences and a solution.

Smoking & vaping:

Smoking and smoking paraphernalia is not allowed on the school premises at any time. Students who are caught smoking or with any smoking paraphernalia will be given an immediate fixed term suspension. Students who are in the presence of smokers may be internally isolated. All toilets at LeAF Studio are fitted with smoking and vaping alarms and these will notify staff if students are vaping or smoking in these areas. Should students be caught smoking or vaping outside of LeAF Studio outside the normal school day, it will be presumed that smoking paraphernalia has been brought onto the school grounds during the school day. As such, the sanctions above will still apply, and students may be subjected to regular and random searches in order to combat this activity.

Mobile phones:

Due to the fact that many of our students travel a long way on public transport to get to school, students are allowed mobile phones at LeAF Studio. However, they must always be switched off and in their bags when in lessons or moving around the school site. The only times/places where they are allowed mobile phones out are before school, break or lunch in the canteen or outside the main school building. If a classroom teacher gives permission for mobiles to be used in class, then this is acceptable.

If a student is caught on their mobile phone in a lesson or the corridor, then it will immediately be confiscated and put in the main school office upstairs for safe keeping. This is then recorded with the student's name and date and sanctions are issued as follows:

- **1st offence** – mobile is confiscated and student issued a Prep (Mobile) point. Student collects phone at end of day from office.
- **2nd offence** – mobile is confiscated and student issued a referral (Mobile). Student collects phone at end of day from office.
- **3rd offence** – mobile is confiscated and student given 1 day in B&L. The student then must hand their phone in every day to their Head of Year for the rest of the half term.

This is reset at the start of each half term to allow students to learn from and amend their behaviour.

BEHAVIOUR SANCTIONS:

Behave & Learn:

Students who have been removed from lessons, involved in a one-off serious incident, or have gained 8 or more BPs in a day (behaviour only) will be based in the B&L room for a specified period of time. B&L is a form of internal exclusion that is designed to maintain the safety of all students and to reduce incidences of disruption to learning. It allows disruptive students to be supervised whilst continuing with their education and provides a safe space for students to calm down if needed. It also allows the opportunity for restorative meetings to take place between students and staff or other students where there is an ongoing issue that needs to be resolved.

Students in B&L will be working independently, supervised by a member of SLT, to complete the work they are missing in normal lessons (all work will be available for each subject on Teams). Students will be required to complete all their work and remain in total silence to pass each B&L session and will only be allowed to return to normal lessons once they have passed the requisite number of sessions. Students in B&L will have their breaks at different times to the rest of the school.

Students who have been given referrals from a lesson will only be in B&L for the remainder of that lesson plus the following lesson and next break time.

Formal Warnings:

Formal Warnings will be used where there is a significant incident or repetition of behaviours which warrant a formal warning. A formal warning will be issued by the Head of Year or member of SLT and recorded on SIMS under the behaviour log. This will be communicated to parents/carers and a log will be made of this communication.

A formal warning is a flexible procedure which may be used instead of or alongside other sanctions and advises that any repetition of the behaviour, or type of behaviour, in the future may result in a suspension. The specific nature of the warning will dictate in which circumstances a suspension may be applied in the future and this will be recorded in SIMS at the time the warning is issued. This will also be communicated to parents.

While a formal warning will not necessarily be passed on to future educational establishments or employers, it may affect any references requested. If a suspension is issued following a formal warning, the usual processes as stipulated in the Exclusions Policy will be followed.

Internal suspension within the AAT Trust:

In certain incidents of very poor behaviour but where the school wishes to avoid fixed term suspension, or this sanction is deemed inappropriate, the school may place the student in internal suspension at another academy within the Trust (with parental consent). This allows the student to learn and reflect on their behaviour. If a student refuses to attend internal suspension at another academy within the Trust, then a fixed term suspension is likely to be issued.

Circumstances that could result in a student spending time at a host academy include, but are not limited to, the following breaches of the behaviour policy:

- Failure to successfully complete a day in Behave & Learn
- Repeated refusal to follow instructions
- Bullying
- Swearing or rudeness
- Dangerous behaviour
- Inappropriate use of computers, the internet, images, or social media

- Fighting or aggressive behaviour

The length of time a student is required to attend the host academy depends on the severity of the incident and can only be agreed following a conversation between the principal / nominated deputy of the two academies involved.

Fixed Term Suspensions:

If a student's behaviour reaches the required threshold, they may be given a Fixed Term Suspension. This will mean that they are not allowed on the school site for a set number of days and must remain at home where they will complete all their lessons online (all lessons will be on Teams). Following their return to school, a reintegration meeting will be held with the student, parents/carers and the Head of Year or Vice Principal (Inclusion), where targets will be set to ensure the behaviours are not repeated on their return to school. The student will then be placed in Behave & Learn for the same number of days as the suspension and will need to complete these successfully before being allowed back into lessons as normal.

Managed Moves:

If a student is repeatedly failing to meet the school's expectations and this has led to more than one fixed term suspension, a Managed Move may be considered. This process involves a student moving on a trial basis to another school for a period of 6 or 12 weeks, with clear targets established to ensure the move is a success. If the trial is successful the student will move permanently to the new school but if not, then they will return to LeAF Studio immediately.

Managed moves are arranged by the relevant Head of Year and will be set up following consultation with both the student and their parents / carers to ensure they are in the best interests of the young person concerned. The Head of Year will approach the selected school to arrange this and will be responsible for monitoring the success of the managed move until the student successfully completes the trial period and moves to the school or fails the managed move and returns to LeAF Studio.

Managed Moves within the AAT Trust:

When a student has reached the point of being at high risk of permanent suspension, is posing a risk to the welfare of others at LeAF Studio or is simply refusing to attend, separate from any local authority 'managed move' scheme there is an option for a student to transfer to a host academy within the wider Ambitions Academies Trust for a longer period of time with the aim of returning to their home academy. This will be considered by the principal or nominated deputy as required.

Subject to the consent of parents and an assessment of the student's suitability, the managed move can last for 3, 6, 9 or 12 weeks in total. At the end of the agreed period, the student undertaking the managed move to the host academy will return to LeAF Studio.

Other strategies:

If a student's behaviour is still a concern after the implementation of these strategies, it may be necessary for a multi-agency referral to be made to seek further support for the student in order to avoid a permanent exclusion. This will be led by the principal or designated deputy and will also involve the relevant Head of Year and parents / carers. The nature of this will depend on the behavioural issues that have been identified, but whatever is put in place will be agreed with all parties and recorded appropriately on SIMS and in the student's online records. If a student's actions are regarded as being enough to meet the threshold for criminal behaviour, then the police may be informed, and possible prosecution could then take place.

In addition, if a student's behaviour is related to issues around the school site (e.g., vandalism or chewing gum), then community service will be used as a sanction to reinforce the message that the school environment is important and is worth looking after. This could be done before school (early morning reporting) or at break times depending on the student and the situation.

Use of reasonable force:

In exceptionally rare circumstances it may be necessary for staff to use reasonable force to restrain a student if they are behaving in a way that is dangerous to themselves or to others. All members of school staff have a legal power to use reasonable force, if necessary, for example in the following scenarios:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a student from attacking a member of staff or another student, or to stop a fight; and
- To restrain a student at risk of harming themselves through physical outbursts.

The decision on what constitutes reasonable force is down to the professional judgement of the member of staff at the time. Whether the force used is reasonable will always depend on the circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. Key staff at LeAF Studio have received specific training in the use of restraint in July 2023.

If a student has had to be restrained using reasonable force, the relevant member of staff must contact home as soon as possible after the incident to inform parents/carers. It must also be recorded on MyConcern with all the relevant details in case of any future complaints. For further guidance refer to the government's [Use of Reasonable Force](#) document.

Searching and confiscation:

Some behaviour incidents may require staff to search students and potentially confiscate items which are banned on site or may be considered dangerous or illegal. If a member of staff has reasonable grounds to suspect that a student needs to be searched for a prohibited item, then they will contact the relevant Head of Year and a member of SLT to conduct the search.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

A suitable location for the search must be found to ensure this is done away from other students. The

members of staff present will explain to the student why they are being searched and give them the opportunity to ask any questions or divulge any relevant information. If the student refuses to cooperate, staff may use reasonable force to search the student if they have grounds to believe the student may have any of the following:

- Knives and weapons
- Alcohol or illegal drugs
- Stolen items
- Any item that is believed to have been used to commit an offence or injure someone.
- Smoking materials, including vapes
- Fireworks or explosives
- Pornographic images

A member of staff may search a student's outer clothing, pockets, possessions, desks, or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves.

Once the search is completed it will be recorded on MyConcern and parents must be informed that it has taken place with the reasons why. Any items that are deemed to be illegal must be delivered immediately to the police (e.g., illegal drugs, items used to commit offences etc). For all other items on the banned list, they will be confiscated and not returned to the student. The member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Strip searching can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. There must be at least two people present other than the student, one of which must be the appropriate adult. If the student's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the student being searched. An appropriate adult not of the same sex as the student being searched may be present if specifically requested by the student. Otherwise, no-one of a different sex to the student being searched is permitted to be present, and the search must not be carried out in a location where the student could be seen by anyone else. Please refer to the document [Searching, Confiscation and Screening in Schools](#) for detailed guidance on this process.

Adjustments to the behaviour policy:

At times, it may be necessary to make reasonable adjustments to the behaviour policy in cases where students have additional needs. This will always be decided in conjunction with the SENDCO, Heads of Year and members of SLT. In addition, parents and carers may be involved in this process to ensure that SEN students are not penalised further because of their needs. We do not assume that because a student has SEN needs it will impact their behaviour, but this will be decided on a case-by-case basis and any decision about their behaviour will be a question for the school based on the facts of the case. These could include strategies such as planned movement breaks, time out cards, adjusting uniform requirements for students with sensory issues etc. We will work together to ensure that no student with additional needs is disadvantaged by this behaviour policy.

#TEAMLEAF



**Proud To
Be LeAF**



Preparation

- Punctuality
- Correct Equipment
- Correct Uniform

Talent

- Academic Achievements
- Specialism Achievements
- Training

Behaviour for Learning

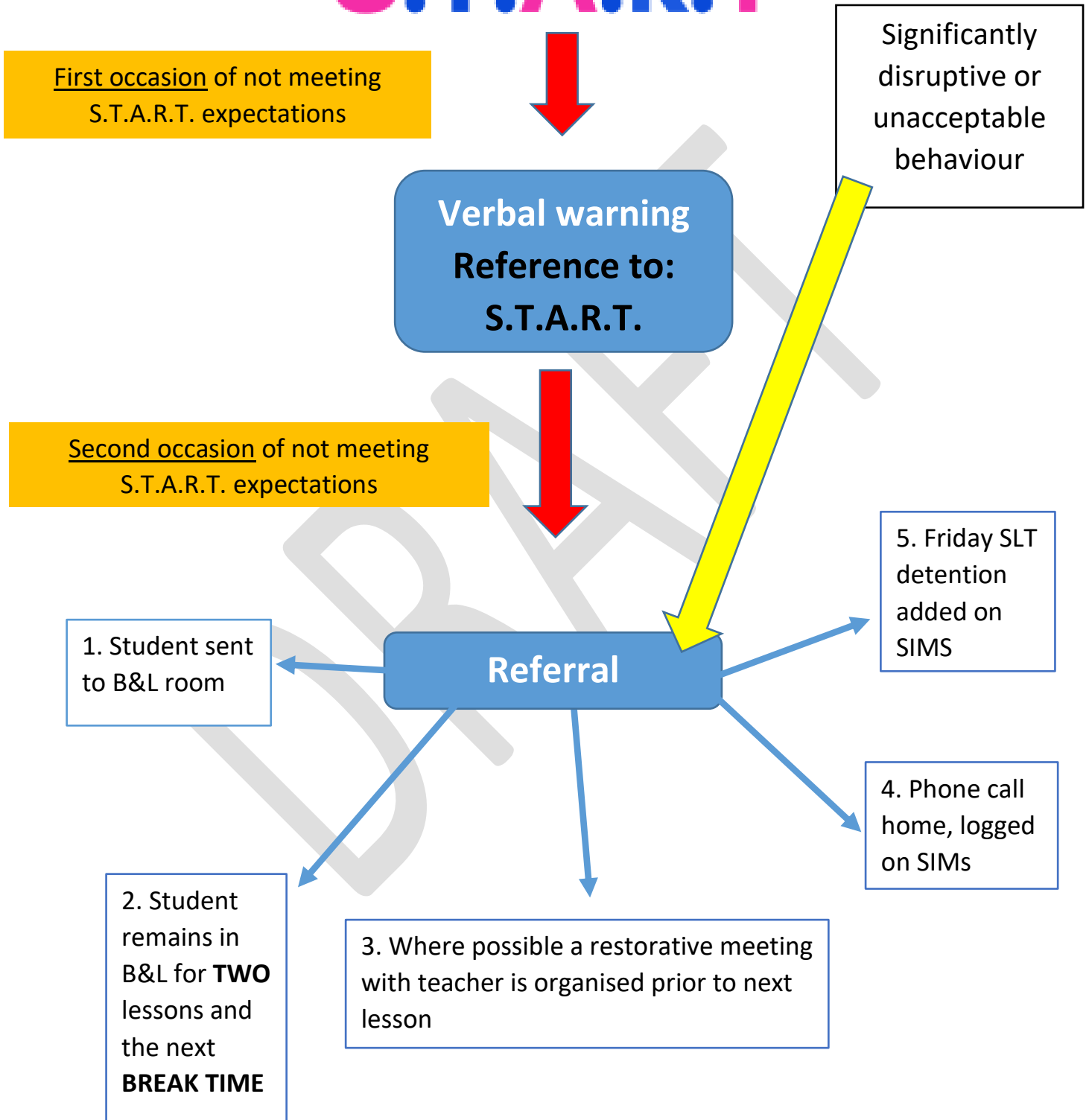
S.T.A.R.T.

Leads to...



SANCTIONS FLOWCHART

S.T.A.R.T



#TEAMLEAF



S.T.A.R.T



AMBITIONS
Academies Trust

Sit up, listen and engage

Track the speaker

Always focussed on learning

Respond to instructions
without question or comment

Take turns; one voice
at a time

REPORT CARD FLOWCHART

Subject report

Regular behaviour points in same subject

- 1 week report:
 - Teacher phones home and records on SIMS & report spreadsheet in Teams
 - 6 further behaviour points lead to failure and move up HoY Report

Tutor report

10 behaviour points in ½ term

- 1 week report:
 - Tutor phones home and records on SIMS & report spreadsheet in Teams
 - Tutor checks report each day.
 - 10 further behaviour

Head of Year Report

- 1 week report:
 - HoY records on SIMS & report spreadsheet in Teams
 - Parent meeting arranged
 - 10 further behaviour points

VP report

- 1 week report:
 - VP records on SIMS & report spreadsheet in Teams
 - Parent meeting arranged
 - 10 further behaviour points leads to failure of report

• Behaviour points will be re-set at the start of each half term

Appendix E

Date: _____

	Subject	Teacher	S	T	A	R	T
Tutor							
P1							
P2							
P3							
P4							
Tutor							
P5							

Parent/Carer Sign _____

Tutor Report

Student Name: _____ BP at start: _____

Issued by: _____

Start date: _____

End date: _____

Targets PTBL

- Sit up, listen and engage.
- Track the speaker.
- Always focussed on learning.
- Respond to instructions without questions or comment.
- Take turns; one voice at a time.

Instructions for Report:

- You **MUST** hand your report to your teacher at the start of the lesson.
- You **MUST** show your report to your tutor during registration.
- You **MUST** get your report signed by your parent / carer every day.

5 crosses = failed report.

W= Warning

X= Behaviour point received (Logged on SIMS)

R= Referral received (Logged on SIMS)

Date: _____

	Subject	Teacher	S	T	A	R	T
Tutor							
P1							
P2							
P3							
P4							
Tutor							
P5							

Parent/Carer Sign _____

HOY Report

Student Name: _____ BP at start: _____

Issued by: _____

Start date: _____

End date: _____

Targets PTBL

- Sit up, listen and engage.
- Track the speaker.
- Always focussed on learning.
- Respond to instructions without questions or comment.
- Take turns; one voice at a time.

Instructions for Report:

You **MUST** hand your report to your teacher at the start of the lesson.

You **MUST** show your report to your HOY at break, lunch and after school.

You **MUST** get your report signed by your parent / carer every day.

5 crosses = failed report.

W= Warning

X= Behaviour point received (Logged on SIMS)

R= Referral received (Logged on SIMS)

Date: _____

	Subject	Teacher	S	T	A	R	T
Reg							
P1							
P2							
P3							
P4							
P5							
P6							

Parent/Carer Sign _____

VP Report

Student Name: _____ BP at start: _____

Issued by: _____

Start date: _____

End date: _____

Targets PTBL

- Sit up, listen and engage.
- Track the speaker.
- Always focussed on learning.
- Respond to instructions without questions or comment.
- Take turns; one voice at a time.

Instructions for Report:

You **MUST** hand your report to your teacher at the start of the lesson.

You **MUST** show your report to the VP at break, lunch and after school.

You **MUST** get your report signed by your parent / carer every day.

5 crosses = failed report.

W= Warning

X= Behaviour point received (Logged on SIMS)

R= Referral received (Logged on SIMS)

LS6 PROFESSIONAL CONDUCT & ETIQUETTE

Be Responsible
Be Respectful
Be Ready

LS6 PROFESSIONAL CONDUCT & ETIQUETTE

BE RESPONSIBLE, BE RESPECTFUL, BE READY

INTRODUCTION

Students who attend LeAF Studio Sixth Form are considered young adults and should set a model approach for students in the main school. As such, students are considered able to make informed choices about their conduct and etiquette.

This document is a continuation of LeAF Studio's (Year 9-11) behaviour and attendance policies and has been adapted, in places, to ensure consistency across our expectations.

The main school 'APB' system may be utilised with LS6 students, when required.

This information relates to LeAF Studio Sixth Form students and their conduct both at LeAF Studio and at any offsite visits, trips, or events. This also relates to any time LeAF Studio Sixth Form students are in LeAF Studio branded uniform/kit.

We believe that students should adhere to the following whilst attending LeAF Studio Sixth Form

1. Attend and be punctual to all lessons.
2. Demonstrate professional behaviours, conduct and etiquette in and around the school and sixth form and whilst at offsite events.
3. Adhere to all expectations as the main school, including dress code, one-way, mobile phones and swearing.
4. Adhere to rules and guidelines around safe working practices within specialist environments.
5. Demonstrate a respect for all within the LeAF Studio and LS6 community both onsite and in locally.
6. Complete all lessons, work (in class/independent/home), coursework, and exams with a professional attitude.

All student conduct and etiquette that does not meet our set standard above will be logged on SIMS. Progression through the conduct stages can occur on singular incidents, dependant on severity or repetition.

If students are asked to leave a lesson due to poor behaviour/attitude, this will be logged as a referral.

PROCEDURES

Achievements should be logged on SIMS.

- **P T B L** = as main school

Students should be awarded achievement points for outstanding work, coursework, teamwork, supporting open evenings, participating in events, supporting staff etc.

Achievements are celebrated in line with the whole school achievement and rewards policy. Please add a comment for each achievement to inform parent/carers via the SIMS app.

Behaviour incidents and occurrences should be logged on SIMS.

- Late to a lesson within first 5-10 minutes = **LS6 Punctuality**
- Turned away from a lesson (over 10 minutes late) = **LS6 Referral**
- Removed from a lesson = **LS6 Referral**
- **S T A R T** = as main school behaviour policy = **LS6 Expectations**
- Failure to produce and use the correct equipment, kit, uniform = **LS6 Expectations**

- Mobile phones/devices at the wrong time should be confiscated and handed to the Specialism Lead or Head of Sixth Form and can only be return at the end of their school day = **LS6 Mobile**
- No energy drinks or fast food to be brought onto the school site.

Please add a comment for each behaviour incident to support the paper trail.

All referrals require communication home to parent/carer on the day of issue, this can be via email or phone, this communication must be logged on SIMS under the communication log.

Sixth Form students will not be expected to sit the main school after-school detention however the Sixth Form can and will have privileges withdrawn as a sanction for poor etiquette, behaviour/work - for instance not being able to go off-site at break/lunch, not being able to access late starts or early finishes, or not being allowed to participate in non-uniform days, performances/fixtures, opportunities or school trips. Subject staff may set subject level detentions after-school whereby parents must be informed. Progression through the behaviour plan will result in Action Plans.

Sixth Form students, on occasions, where deemed appropriate by SLT or ELT will be placed into the KS4 Behave & Learn room.

The Behave & Learn room will also be applied following any suspension/exclusion.

SERIOUS/SEVERE INCIDENTS

In some situations, an incident may be deemed 'serious' and/or 'severe' and the Sixth Form Disciplinary Process may require to be circumvented.

When intervention/support is offered to a student, the nature of this support will be tailored to both the circumstances and the individual student. This may take the form of:

- Meetings with the Sixth Form team to discuss progress, study skills etc.
- Being put 'on report' to enable the Sixth Form team to monitor progress.

At this point, parents are likely to be contacted to alert them to concerns.

'Serious/ severe incidents can lead to Sixth formers facing:

- SLT/AAT Disciplinary panel
- Being placed on Action Plan L1 or Action Plan L2
- Fixed term exclusion
- Sixth Form place withdrawn.

Where a serious incident occurs the staff/students involved will complete an incident report as soon as possible so that an investigation can be undertaken by the relevant members of the Sixth Form team.

Serious incidents include but are not limited to:
(This is not an exhaustive list)

- Persistent and continued disruption
- Outright defiance
- Continued absence or poor punctuality
- Serious and/ or continued bullying
- Fighting
- Violence or assault
- Sexually inappropriate behaviour
- Using or being under the influence of drugs or alcohol
- Smoking / vaping on site

- Being in possession of drugs or alcohol
- Supplying drugs
- Bringing or being found in possession an offensive weapon or illegal substances.
- Bringing 'outsiders' onto Academy property in order to threaten or create conflict.
- Threatening or aggressive behaviour: physical or verbal
- Racist, homophobic, sexist, or discriminatory language or behaviour
- Deliberate involvement in or instigation of conflict
- Verbal abuse towards a peer or adult
- Stealing
- Possessing stolen property
- Vandalism and the destruction of property
- Cheating in a test or exam
- Bringing the school/sixth form into disrepute

SMOKING/DRUGS/ALCOHOL

Drugs, alcohol, and smoking/vaping are strictly forbidden on site. Should any member of staff suspect that a student is under the influence of an illegal substance or legal high (drowsiness, inability to concentrate, violent mood swings, rolling eyes, smell of alcohol or cannabis on their clothes/breath) the student should be referred immediately to the Senior Leadership Team who will corroborate the judgement of the member of staff and remove the student to allow for a bag/personal search to take place and further investigation/discussion. At this point, the student may be assessed by a first aider. Parents may be informed by telephone and the student may be sent/accompanied home.

Should a student be found abusing an illegal substance on the school site or smoking/vaping/taking alcohol, the academy policy is to exclude. Sixth Formers selling or encouraging others to abuse illegal substances may face permanent exclusion from LeAF Studio Sixth Form.

Sixth Form students are discouraged to smoke/vape off site during the school day whilst LeAF / LS6 branded uniform can be seen by the local community/public.

SUPPORT PLANS

A support plan can be issued if a student does not require an Action Plan. This formalises any agreement and keeps it documented. This should be logged on SIMS = **Informal Warning**.

To log on SIMS, follow the steps listed below for Action Plans however ensure logged as **Informal Warning**.

A copy should also be printed out, signed, and given to the student and Head of Sixth Form.

ACTION PLANS

If a student required, an Action Plan level. Please follow the below.

There must be a 'paper trail' on SIMS before a student reaches an action plan. This should all be logged on SIMS following the LS6 Behaviour Policy Appendix.

1. Complete an **Action Plan Document** and go through this with the student.
2. All must sign this document.
3. Log on **SIMS** a **Formal Warning** under behaviour with 'see report details.'
4. Log on **SIMS** a **Report Card** with full details and summary. The expiry date should be the review date of the action plan.

- a. Link the behaviour incidents through SIMS to the Report Card
- 5. A copy must go to the student and sent home.
- 6. A copy must also be printed, signed, and given to the Head of Sixth

If unsure, please see the Head of Sixth for guidance/support.

6 PROFESSIONAL ETIQUETTE STAGES

Warning on first instance unless more severe

In the first instance, low level Sixth Form learning, behaviour, attendance, and punctuality issues will be dealt with by the class teacher and will often involve a conversation between the teacher and student or a telephone conversation or meeting with the parent or guardian.

Repeat occurrence or further issue – LOGGED ON SIMS

Should an incident occur when a student has been issued a warning or multiple incidents take place the issuing teacher should make contact home and document concerns on SIMS. At this point, intervention and support may be offered to be support the student. This may be referred to the Head of Department, Specialism Lead or Head of Sixth. This will be tracked by the Tutor/Specialism Lead and/or Head of Sixth.

Referral issued (removed/turned away from class)– LOGGED ON SIMS / PARENTS INFORMED

Should an incident occur when a student has been issued a warning or multiple of the above or if more severe a student will be removed / turned away from a class.

If a student fails to be prepared for a subject with completed homework, they will be turned away.

If a student is 10+ minutes late to class, they will be turned away.

Same day contact made home by issuing teacher to alert parents of concerns.

Summary provided to Head of Department and Specialism Lead or Head of Sixth Form.

Stage 4 Informal Warning – LOGGED ON SIMS / PARENTS INFORMED

Repeated incidents of above or a severe incident - informal verbal warning issued by Specialism Lead / Head of Sixth Form / Principal. Formal meeting to take place with Specialism Lead and Head of Sixth Form where intervention and support will be offered. Students will be removed from training and opportunities (*duration and level agreed with Head of Sixth*). The student may only attend BTEC classes.

Stage 5 Action Plan Level 1 – Formal Warning – LOGGED ON SIMS

Formal meeting with student and parents invited to discuss and agree action plan objectives (Head of Dept/Teacher/Specialism/HoY). Clear dates set to achieve objective targets (*usually within 2 weeks*). Students may be removed from training and opportunities (*duration and level agreed with Head of Sixth*). A letter will be sent home.

Stage 6 Action Plan Level 2 – Formal Warning – LOGGED ON SIMS

Failed Level 1 objectives or sanction of serious incident. Formal meeting with Principal, Head of Sixth, parent/carer and student. Final objectives set with clear timescale. Students will be removed from training and opportunities (duration and level agreed with Head of Sixth). A letter will be sent home.

Failure of Action Plan Level 2 may result in removal from the course and/or LeAF Studio Sixth Form. At the discretion of Principal and Head of Sixth Form.

The Head of Sixth Form and Principal may decide that permanent exclusion is necessary because:

- All other steps to encourage the student to obey the school rules have failed.
- OR
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour include homophobic, sexist, or racist bullying.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply or possession of an illegal drug.
- Carrying an offensive weapon

Sixth Form students may be placed in Behave & Learn during any of the above incidents/stages.

BE RESPONSIBLE, BE RESPECTFUL, BE READY

BTEC COURSEWORK, A-LEVEL WORK & HAND IN DEADLINES

All deadlines, extensions, hand ins must be logged on Teams as 'assignments' for tracking and evidence purposes. Work does not need to be submitted via Teams.

Deadline missed = Extension requested and agreed with the subject teacher (usually the next day)

- Extension met, no further action.
- Work submitted to subject teacher for marking.
- Extension missed, refer to Specialism Lead

Specialism Lead / Head of Dept Extension = Agreed with Specialism Lead/HOD (usually the next day)

- Extension met, no further action.
- Work submitted to subject teacher for marking.
- Extension missed, refer to Head of Sixth Form

Extension missed, refer to Head of Sixth Form

- A further 'next day' extension may be issued, should no work be returned students are likely to fail the unit of work.
- Failure of a unit of work could mean failed course and removal from the Sixth Form

During all of the above, contact must be made home and logged at all points.

INDEPENDENT STUDY, HOME LEARNING AND PROGRESS

Students at LeAF Studio Sixth Form are expected to complete 'independent study' / 'home learning' to the highest level to support their courses, qualifications, and outcomes.

Supportive documentation and tasks for independent and home learning must be set on Microsoft Teams.

Whereby student progress and outcomes do meet the expectation set out by target data and expected outcomes, students may be removed from training programmes and sessions.

ATTENDANCE & PUNCTUALITY

Students are expected to attend every timetabled session published on their timetable and additional events and opportunities including private study sessions, interventions, tutorial sessions, careers events, enrichment sessions and assemblies.

Any student missing timetabled sessions without authorisation, will be referred to the Sixth Form team and appropriate action.

Attendance will be monitored and tracked in line with the LeAF Studio Attendance Policy.

If a student is missing from the start of your lesson, please follow the main school policy by reporting this to LS6Attendance@leafstudio.co.uk

If a student arrives within 10 minutes, you must go back into your SIMS yesterday and amend 'N' to 'L' and log a **LS6 Punctuality** if a suitable reason is given. Please always add a comment where possible.

If a student arrives after 10 minutes **without** a valid reason, please amend SIMS to 'L', send the student away from your lesson and log as a **LS6 Referral**. Contact must be made with parents by the teacher.

If a student arrives after 10 minutes **with** a valid reason, please amend SIMS to 'L' and a **LS6 Punctuality** may be logged. You should use your professional judgement for suitability.

Students should still receive a '/' mark if they have been in any form of meeting onsite and arrive late.

Acceptable	Not Acceptable
Organised lateness for appointments	Bad traffic after going to get fast food at lunchtime
Transport issues within reason	Got out of bed late
Bad traffic before a P1 lesson	Missed the bus (regularly)

PROCEDURE FOR MONITORING ATTENDANCE – LS6 | UNEXPLAINED ABSENCES FROM LESSON

ACTION	TIMING
Absence list generated by Attendance/Pastoral – Texts sent immediately to student and parent/carer if not signed onto site.	First day of absence
If student is signed in, text message goes directly to the student.	
SIMs note added & relevant staff informed	
Attendance monitored by Head of Specialism/Pastoral/Head of Sixth and Action Plans implemented if appropriate	On going

POOR ATTENDANCE RECORDS

- Head of Year to meet with KS5 Pastoral Lead/Vice Principal weekly to discuss attendance of students – every half term formal review and letters sent accordingly.

- No immediate action necessary but will monitor attendance and review with Pastoral Lead
- Pastoral / Specialism / Head of Sixth Form to speak to student / parent informally.
- Contact parent – Letter 1
 - If there is no improvement in attendance; meeting requested – Letter 2. Action plan to be completed.
 - Possibly removal from training and opportunities to be discussed.
- Where personalised letters are required e.g., medical / exclusions – Letter issued by Head of Sixth Form
- If there is no improvement further action plan in place, removal from training, opportunities, Sixth Form course(s) or provision.
- If there is still no improvement and failed action plans, removed from Sixth Form

Supportive and formal action plans will be in place through multiple stages above.

Continued poor attendance will result in removal from training and opportunities.

The minimum attendance rate expected is **96%**. Attendance that is **below 96%** could result in the following:

- Students may be asked to pay for their exam entries.
- Students not entered for examinations.
- Students advised to leave LeAF Studio Sixth Form

BE RESPONSIBLE, BE RESPECTFUL, BE READY