



<b>Policy Name</b>	<b>Behaviour Policy (Campus)</b>
<b>Policy Number</b>	<b>LFTSFQ/0024</b>
<b>Date of Issue</b>	<b>September 2025</b>
<b>Reviewed by</b>	<b>Mr K Chatfield</b>
<b>Date next review</b>	<b>September 2026</b>

## Overview

This policy is complementary to other Academy policies particularly those relating to [Keeping Children Safe in Education](#) (2025)

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**).

### **The Use of Reasonable Force (This section should be read alongside the [Use of Reasonable Force policy](#))**

Teachers and support staff are trained in de-escalation techniques which will help potentially challenging situations to be managed without the use of reasonable force. However, by law, teachers and other staff who are responsible for students in schools may use reasonable force to prevent the following: The committing of a crime; students causing injury or damage to themselves or others; students causing damage to property; students causing severe disruption that includes behaviour deemed prejudicial to maintaining good order and discipline in the school.

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 four to start 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 first point of contact for Parents/Carers ringing into school regarding student behaviour
- 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 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.
- Place students in the Refocus Learning Area for serious incidents – telephone home and write to Parents/Carers.
- 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
- 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
- Phone call home to inform Parents/Carers of internal removals
- 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.

### **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.
- 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.
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 others and 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 will be expected to do: -

- Litter duty
- Cleaning in restaurant
- Reading buddy
- Assisting a staff member during social time as directed

### **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 and 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**

- Contact with home to notify Parents/Carers
- Work set by subject teachers to be completed by students during Internal removals
- Completion of reflection task

## **Suspensions**

- Meeting with Parents/Carers to identify student targets and discuss behaviours
- A letter 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 with the 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 with Learning 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.**

- Theft or wilful damage to property belonging to students, staff or the Academy
- Behaviour whilst travelling to and from Academy (or whilst away from the Academy) that damages its reputation and/or is harmful to the public.
- Possession of alcohol or controlled drugs (including cannabis).
- Bullying/racist behaviour/sexual harassment
- Common assault of another student.
- Verbal abuse of a member of staff.
- Malicious or unfounded accusation against a member of staff.
- Common assault of a member of staff. Appendix 8

### **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 such as XL 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 are set 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
<p><b>Level 1</b>  <b>Tutor Intervention</b>– 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 behavior monitoring report(White):</p>	<p>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</p>
<p><b>Level 2</b>  <b>Learning mentor Intervention – Panel Meeting 1</b>            Persistent disruptive and defiant behaviour 15 or more behaviour points. LM will review student’s record and place on a behaviour monitoring report (Green).</p>	<p>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</p>
<p><b>Level 3</b>  <b>HOY Intervention – Panel Meeting 2</b>            Persistent disruptive and defiant behaviour 25 or more behaviour points. HOY will review student’s record. Place on a HOY behaviour contract(Amber)</p>	<p>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</p>
<p><b>Level 4</b>  <b>SLT Intervention – Panel Meeting 3</b>            Persistent disruptive and defiant behaviour. HOY and SLT member will review student’s record. Place on a behavior contract (Red)</p>	<p>1) Behaviour Panel meeting 3 with Parents/Carers, SLT, HoY, and student to discuss behaviour and create a behaviour contract.</p>

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

### C)

Behaviour	Action
<p>Refusal to co-operate; defiance; insolence; abuse of another student, would constitute serious disruption. Refusal to co-operate with Four to Start expectations.</p> <p>Repeated, persistent or serious disruptive behaviour in the above categories</p>	<p>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</p> <p>HOY discusses situation with Curriculum Leader (CL) to arrange temporary removal from lessons.</p>
<p>Poor Behaviour continues, despite previous intervention</p>	<p>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.</p>
<p>Incident warrants an extended internal exclusion</p>	<p>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.</p>
<p>More serious offences</p> <ol style="list-style-type: none"> <li>1. Theft or wilful damage to property belonging to students, staff or the Academy</li> <li>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.</li> <li>3. Possession of alcohol or controlled drugs (including cannabis).</li> <li>4. Bullying/racist behaviour/sexual harassment</li> <li>5. Common assault of another student.</li> <li>6. Verbal abuse of a member of staff.</li> <li>7. Malicious or unfounded accusation against a member of staff.</li> <li>8. Common assault of a member of staff.</li> </ol>	<p>Principal intervention.</p> <p>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.</p>

## Alternative Placement Provision

Principal Intervention has failed; supply of drugs; use of offensive weapon; serious assault of staff	Temporary or permanent alternative provision (part or full time). Involvement of Parents/Carers.  All actions are recorded on GO4SCHOOLS and logged as behaviour incident.	Supportive options could be: <ul style="list-style-type: none"><li>• A managed move to another local school</li><li>• Alternative offsite provision</li></ul> Options that could be considered without parent approval (appeals can be made to the Chair of Governors) <ul style="list-style-type: none"><li>• Directed Alternative Provision</li></ul>
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### 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

As per the [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.

### Child on Child Abuse including Bullying

As promoted through our call it out campaign, child on child abuse including bullying will not be tolerated by any member of our school community. We aim to create learners who understand the difference between right and wrong and what it means to respect all those around you. Where incidents of bullying take place we will act promptly and firmly to support both the victim and perpetrator along with sanctions in line with this policy. The behaviour policy should be read alongside the school's anti-bullying 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 2025.

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.

We will communicate with the parents of all involved unless doing so would put a young person at an increased risk of abuse. All reports will be recorded centrally on the school's safeguarding software, CPOMS. All of the steps we take will be guided by the guidance set out in Keeping Children Safe in Education 2025.

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. We will also use a risk assessment to assess the level of risk during break, lunch and movement around the school. Any identified risks will be mitigated so that all students are safe on the school site.

Any perpetrators will be dealt with in line with the sanctions set out in the schools behaviour policy, these include time in the RLA, suspensions or permanent exclusion. It may be that the sexual violence or harassment occurred outside of the school day and premises. In this case we will liaise with the police around the most appropriate course of action for keeping all of the parties involved safe without making any judgement about guilt. If a young person is convicted or receives a caution of a sexual offence we will consider the steps required to ensure the safety of the victim and other students in the school. If the perpetrator remains on the school roll the risk assessment will need to demonstrate how we are mitigating the risk of further incidents and the impact upon the victim.

### **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 will be engaged and will make referrals into support services as appropriate.

### **Use of mobile phones by Students**

The Academy recognises that Parents/Carers in the community feel the need for their son/daughter to have access to a mobile phone for communication home. This helps with safeguarding and student protection especially in the long dark winter months. Landau Forte Academy QEMS supports this approach wholeheartedly. To that end, the Academy has adopted the following mobile phone best use policy:

- Students are allowed to bring mobile phones to and from Academy to ensure their personal safety at all times;
- Students must not use a mobile device or electronic device including headphones anywhere in the Academy during the Academy day. For the purposes of this policy, the Academy day begins the moment the students enter the Academy grounds and ends once the students leave the Academy grounds. Mobile phones will not be permitted to be used at any time after school including extra-curricular clubs, for example;
- If a student brings their phone to the Academy, then on arrival it should be switched off and

kept out of sight, for example in a bag. It should not be seen or heard (including vibrate) throughout the Academy day;

- The phone can be switched back on upon leaving the Academy site. Not before leaving the Academy premises and not during any period of social time (break or lunch);
- Any student found using or known to have used their phone during the Academy day will have the phone confiscated and returned at the end of the Academy day via Student Support Services. Parents/Carers will be informed via Student Support Services. A 1 hour detention will be set;
- If the student is a repeat offender the Academy will request a Parent/Carer to come in and collect the phone from the Academy. It may not be possible to return the phone on the day it is confiscated, if Parents/Carers are unavailable to collect.
- Any refusal to hand a phone over to members of staff will result in a follow up sanction in line with the Academy's behaviour policy. This would constitute the refusal of a reasonable request by a member of staff and could be a removal to the refocus Learning Area.

### **Designated Areas**

The Principal reserves the right to allow phones in selected areas given individual circumstances.

### **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.

### **Procedure and sanctions**

1. Any student seen using their mobile phone during academy hours, including break and lunchtimes, will have their phone confiscated 'see it, hear it, take it' procedure and will be issued with 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.
2. Confiscated phones will be taken to student Support where the phone will be stored and the name of the student will be recorded. Phones will be kept in a named wallet and will be locked away during the day. A 1 hour detention will be set. In the first instance the phone may be returned to the student at the end of the Academy day by our Student Support Officers.
3. For any further breaches of the policy, during the same term by the same student, we will require Parents/Carers to collect the mobile phone from Academy. It may not be possible to return the phone on the day it is confiscated, if Parents/Carers are unavailable to collect. Also, further sanctions will be applied which are proportionate to the level of disruption caused.
4. For students in the sixth form, they will be allowed to use their phones at break and lunch only, unless part of a learning activity directed by their teacher.

### **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



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<b>Date</b>	<b>September 2025</b>
<b>Changes Made</b>	<b>Various</b>
<b>Made by</b>	<b>Mr K Chatfield</b>