

Lightcliffe Academy **Policies & Procedures**

Behaviour Policy

Approved on	February 2024
--------------------	---------------

Approved by	Local Governing Board
--------------------	-----------------------

Last reviewed on	1 September 2025
-------------------------	------------------

Next review due	1 September 2026
------------------------	------------------

<u>Contents</u>	<u>Section</u>	<u>Page Number</u>
Rationale	1	3
Outcomes	2	3
Promoting positive relationships and good behaviour	3	4
Classroom expectations	4	5
Positive learning experience	5	5
Rewarding positive behaviour	6	6
Roles and responsibilities	7	7
Academy expectations	8	9
Intervention and support	9	10
Classroom and academy sanctions	10	12
Lightcliffe Academy uniform	Appendix A	18
Behaviour system	Appendix B	19
Incident examples	Appendix C	21

Section 1: Rationale

Teachers have the right to teach, and students have the right to learn in a classroom free from disruptive behaviour. A classroom should be an environment in which student self-esteem can flourish and where the whole academy community recognises and values mutual respect.

Standards of behaviour in the academy are governed by our collective actions; we depend upon each other. All students should meet the academy's high expectations and conduct themselves in a way that is dignified and considerate. Likewise, all staff have a professional responsibility to follow the guidelines set out in this policy, and to meet professional standards around conduct and positive relationships.

This document sets out the academy's approach to encouraging good behaviour, known as 'Positive Behaviour for Learning'. Positive behaviour is inclusive as all students can thrive and achieve in a calm learning environment.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: September 2024
- Searching, screening and confiscation; guidance for schools: July 2022
- The Disability Discrimination Act 1995
- The Equality Act 2010
- Keeping Children Safe in Education September 2025
- Use of reasonable force in academies July 2013
- Supporting students with medical conditions: December 2017
- Special educational needs and disability code of practice: 0 to 25 years. January 2015. The Children's Act 1989

Section 2: Outcomes

As well as excellent academic outcomes, Lightcliffe Academy seeks to develop the whole child so that students leave the academy with positive qualities and character traits that equip them to be happy, healthy and positive citizens who thrive and make a valuable contribution to modern society.

As an academy, our SHARED character values of Service, Health and Happiness, Ambition, Resilience, Equity and Dignity are at the centre of all we do. They are the qualities that staff and students commit to when they work or learn at Lightcliffe Academy. The student goal encompasses these outcomes:

At Lightcliffe Academy, I have been educated, nurtured and empowered to lead a successful, happy and healthy life. I am ambitious and resilient, treating myself and others with respect, dignity and compassion. I have learnt to help others, to make a difference, and to give back to the community.

The infographic displays the SHARED character values. At the top, the letters S, H, A, R, E, D are arranged horizontally in different colors. Below each letter is a vertical box containing a title, a definition, and an illustration of a student. The boxes are: SERVICE (red header, 'The action of helping or doing work for someone', illustration of a boy), HEALTH & HAPPINESS (purple header, 'A state of complete physical, mental and social wellbeing', 'Pleasure, contentment and joy', illustration of a girl), AMBITION (yellow header, 'A strong desire to do or achieve something', illustration of a boy), RESILIENCE (blue header, 'The capacity to recover quickly from difficulties; toughness', illustration of a girl), EQUITY (orange header, 'The quality of being fair and impartial to everyone', illustration of a boy), and DIGNITY (green header, 'The state or quality of being worthy of honour or respect', illustration of a girl). The Lightcliffe Academy logo is in the bottom right corner.

S	H	A	R	E	D
SERVICE	HEALTH & HAPPINESS	AMBITION	RESILIENCE	EQUITY	DIGNITY
'The action of helping or doing work for someone'	'A state of complete physical, mental and social wellbeing' 'Pleasure, contentment and joy'	'A strong desire to do or achieve something'	'The capacity to recover quickly from difficulties; toughness'	'The quality of being fair and impartial to everyone'	'The state or quality of being worthy of honour or respect'

Lightcliffe
ACADEMY

Section 3: Promoting positive relationships and good behaviour

At Lightcliffe Academy, we promote a happy, supportive atmosphere where learners benefit from positive relationships with other students and staff. Research shows that students respond well when their teachers actively foster positive relationships based on mutual respect and dignity.

High expectations are at the heart of everything we do. It is the responsibility of all staff, not just teaching staff, to promote dignified behaviour. Staff are role models, and they are expected to model the behaviour we expect from students in the way they conduct themselves. Staff influence the actions of students by both their direct communication and through observed actions.

In order to promote excellence, staff uphold high standards and expect students to be:

- ✓ Positive
- ✓ Polite
- ✓ Punctual
- ✓ Prepared
- ✓ Proud

It is the responsibility of staff to:

- Develop a culture of ambition and pride through the use of praise and rewards
- Listen to students
- Behave and speak in a calm, dignified, yet assertive manner
- Focus on the behaviour, not the person
- Develop their own skills and attitudes when dealing with young people, observing and sharing good practice
- Rehearse strategies for dealing with low level disruption by de-escalating conflict
- Treat students with equity with no stereotyped or pre-conceived judgements
- Celebrate diversity and promote acceptance and understanding within our academy community.

Section 4: Classroom Expectations

There are two expectations in creating a learning environment:

Teachers have the right and responsibility to:

- Establish guidelines and directions that clearly define limits of acceptable and unacceptable student behaviour.
- Teach students to consistently follow these guidelines and directions.
- Ask for assistance from parents, Heads of Subject, Pastoral Staff and SLT when support is required in handling the more challenging behaviour of students.

Students have the right to:

- Grow academically, socially and emotionally in a safe and friendly environment
- Be in a classroom in which a supportive teacher is willing and able to set consistent, positive behavioural limits
- Be empowered with the skills to succeed

Section 5: Positive Learning Experience

We recognise that the relevance of our curriculum, the quality of the teaching and the opportunities we offer are crucial to promoting good behaviour and establishing a culture of engagement and ambition.

Lightcliffe Academy is fully committed to providing opportunities for training and development for staff so that teaching and learning are excellent. All teaching staff engage with the academy instructional coaching programme where they are provided regular feedback to inform their practice. Staff are supported to rehearse their response to unwanted behaviour at regular intervals throughout the academic year.

At Lightcliffe Academy, teachers use strategies to encourage positive behaviour, including:

- Forging positive working relationships with all those we teach to create positive climates for learning.
- Using positive reinforcement to acknowledge students meeting expectations
- To give a positively stated reminder to those students not meeting expectations
- Integrating consistent praise into lessons or any interaction with students
- Circulating throughout the classroom and giving praise
- Reminding students of our rewards offers for consistently demonstrating positive behaviour, such as 'Zero Heroes'.

Section 6: Rewarding Positive Behaviour

Staff can reward positive points for good work and other positive achievements, such as participation in extra-curricular activities, community service and

demonstrating any of the school's SHARED character values of Service, Health and Happiness, Ambition, Resilience, Equity and Dignity. Students accumulate points and can receive rewards such as certificates, access to celebration trips/events, vouchers and confectionery. Other rewards which are used to support positive behaviour include:

- ✓ Verbal praise, either personal or public
- ✓ Shared successes with family / parents / carers
- ✓ Praise postcard from Subject Leaders
- ✓ Recognition of achievements displayed publicly in the academy
- ✓ Recognition in presentation evenings and in assemblies
- ✓ Rewards breakfasts or brunch with the Head of School
- ✓ Termly celebration assemblies which reward positive behaviour displayed across each term.
- ✓ Zero Hero rewards trips which run at the end of each term for those students with 0 negatives.

Student rewards will be:

- Based on achievement, effort and contributions to the school community
- Accessible, allowing all students to succeed,
- Integral to classroom management
- Academy wide to reward positive behaviour, attendance, effort, assessments, participation in extra-curricular activities and wider academy contributions. The rewards system works as follows:



Section 7: Roles and Responsibilities

The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

The Head of School

- The Head of School is responsible for reviewing and approving this behaviour policy.
- The Head of School and the senior leadership team will be responsible for the day-to-day implementation and management of this Behaviour Policy and the procedures of Lightcliffe Academy.
- The Head of School will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Head of School and senior leadership team will ensure that all new staff are inducted into our behaviour systems and ensure that all staff receive regular training on behaviour.

Staff will work to:

- Ensure the academy/classrooms are positive, welcoming and organised which provides all students with the opportunity to succeed
- Build positive relationships with students
- Create and sustain a positive, supportive and secure environment
- Apply sanctions fairly, consistently, proportionately and reasonably
- 'Catch' students getting things right and reward them to promote positive behaviour
- Set high standards of oracy, manners and dress
- Staff should never resort to humiliation, shouting, over-reacting, sarcasm and blanket punishments.
- Prepare stimulating lessons that generate good behaviour and earn respect
- Arrive on time and be 'lesson ready at the door,' greeting students and starting their learning immediately
- Extend, challenge and motivate all students
- Mark and give feedback within the academy's marking policy
- Value the work of all students.
- Reprimand privately - it encourages co-operation
- Keep calm - it shows high status, reduces tension and models desired behaviour
- Listen - it earns respect
- Focus on positive aspects of student work and behaviour

- Praise remorse when students take responsibility for poor behaviour
 - Be fair and consistent, keeping sanctions appropriate
 - Use humour - it builds bridges
-
- Re-integrate the student into the class and seek closure after the sanction - it is important to start again and demonstrate a willingness to rebuild relationships

When in the classroom	1. Ensure a quiet, controlled entry, teacher at the door at the start of every lesson. 2. Meet, greet, connect, correct, direct. 3. Check planners and equipment on the desks, coats and bags away. 4. Use the raised hand signal as a cue for silence and to request focus and attention on the teacher. 5. Ensure students respect the speaker throughout the lesson. 6. Model high levels of oracy and formality. 7. Ensure students respect the environment. 8. Circulate the classroom and check for understanding. 9. Adopt positive narration and framing. 10. Ensure a quiet, controlled exit, adhering to the academy's agreed steps.
------------------------------	---

During social time	1. Arrive at duty point on time. 2. Proactively engage with students; fulfil duty point requirements and model high expectations of conduct. 3. Ensure students respect the environment.
---------------------------	--

Parents/Carers will work to:

- Ensure their child attends the academy every day on time
- Provide their child with correct uniform and equipment
- Communicate with the academy when necessary, behaving respectfully at all times
- Support their child in homework and opportunities for home learning
- Support and share in the success of their child
- Support the academy's expectations, values and policies

Students will work to:

When communicating with staff	- Stop - Listen - Respond
--------------------------------------	---

When in the classroom	- Arrive on time - Wear correct uniform - Enter in an orderly manner - Planners and correct equipment on desks - Ready to learn throughout: sat up straight - Listen to the speaker - Engage in learning - No interruptions to the learning - Respect the environment - Exit in an orderly manner
During transitions and at social times	- Walk calmly and quietly on the left-hand side - Queue sensibly in order - Sit down when inside - Use quiet voices and kind words - Respect personal space - Respect the environment - Limited movement between outdoor and indoor spaces - Stay within permitted areas for each respective year group
Outside of school hours	- Students should engage with home learning and meet set deadlines. - Students represent the academy while in their uniform and are expected to show pride and create a good impression. - High standards of behaviour are expected both on school and public buses. Likewise, while walking in the community to and from the academy, students are expected to demonstrate the same polite, appropriate behaviour and speech as would be expected in the academy building.

Section 8: Academy Expectations Dress Code and Appearance

All students should adhere to the academy uniform and dress code. We have high standards of appearance so that students are smart and focused, avoiding distractions to learning. These expectations also fulfil certain safety requirements.

- Plain white school shirts should be worn and tucked in. The collar buttons to the neck should enable a clip-on tie to be worn. Fashion shirts are not permitted.
- Clip-on school ties should be attached to the top of the shirt collar with the top button fastened. These can be purchased from the uniform providers.
- Trousers should be mid-grey school trousers. *Tight trousers (fashion trousers), combats, jeans, varieties of leggings, and footless tights are not acceptable.*
- A V-neck grey jumper (optional) with the school logo is optional and may be worn in addition to the school blazer
- A navy blue school blazer is to be worn at all times around school and in Assembly. *Students may ask permission to remove their blazer in classrooms.*
- A plain, slim, black belt may be worn, but coloured wide belts or belts with large buckles should not be worn.
- Skirts are mid-grey, pleated and of a sensible length, design and material. They should be approximately knee length. *Fashion skirts, very short, long or tight skirts are not acceptable.*
- Shoes are plain all-black leather / leather-look school shoes, or smart, black trainers which have no branding on other than black. The wearing of backless shoes, platforms, flip-flops, Crocs or high heels is not allowed.
- Make-up should be kept to a minimum. Students will be expected to remove make-up with a suitable cleanser if judged too excessive by the Academy.
- Nail extensions and false nails are permitted. Shellac or nail varnish are only acceptable if clear.
- Hair can be dyed a single colour as long as it is kept professional and not multi-coloured.
- 1 studded earring in each ear is allowed, any more than 1 is not permitted and students will be asked to remove additional ear piercings - Hoop earrings are not permitted due to the health and safety risks they pose.
- 1 nose stud is also permitted, any more than 1 is not permitted and students will be asked to remove additional nose piercings - Hoop nose rings are not permitted due to the health and safety risks they pose.

- Bracelets of any kind are not allowed as part of our jewellery rules

Mobile phones

Students are not permitted to use mobile phones, speakers, ear buds / pods at all whilst on the school site. Mobile phones must be switched off and out of sight at all times while on the school premises. If a student is caught using their mobile phone, it will be confiscated and taken to reception until the end of the day where students are to collect before leaving the school building. Neither the academy nor individual staff can take responsibility for students' mobile phones or items if confiscated.

Food and Drink

Students should eat food and drink in the designated areas at breaktime and lunchtime.

Chewing gum and high caffeine/energy drinks are not allowed in the academy or on the buses to and from the academy.

Travelling to and from the academy

Lightcliffe Academy students should remember to behave well outside of the academy by being kind and polite to others in the community, creating a good impression and showing respect in a way that maintains the school's positive reputation. This includes behaving in a mature manner when travelling to and from the academy on either public or school buses.

Section 9: Intervention and support

At Lightcliffe Academy, we believe the most effective way of managing behaviour is to praise and reward good behaviour. We have key staff in place to support students with behaviour and ensure where needed, early intervention is in place:

Form Tutors are responsible for the pastoral care and support of their form group who they see every day. They communicate with parents and carers.

Year Leaders are responsible for the leadership of specific year groups. They communicate with parents and carers and support a team of Form Tutors and support students in academy.

Achievement Directors are responsible for the leadership and management year groups within a Key Stage. They lead and support the Year Leaders and Form Tutors.

SEND (Special Educational Needs and Disability) and Learning Support Assistants
A key worker will be named for all children who are currently statemented on EHCPs (Educational Health Care Plan). You will receive contact naming this member of staff and their contact details where relevant.

Pastoral Intervention A member of the pastoral team will identify concerns and set targets to support students. This will involve all key stakeholders including parents and carers, Year Leaders and the student. It may also be appropriate to invite external agencies at certain times.

Time Out Passes A very small minority of students may need additional support to manage a SEND, SEMH or medical need. Time out passes will only be given following consultation with parents, the SENDCo, Achievement Director or Senior Leader. A medical time out pass will only be issued if a consultant or doctor's letter is provided. These passes are issued sparingly and reviewed regularly.

Safeguarding The academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

Safety

The academy has a zero-tolerance approach to smoking or vaping on the academy premises (including en-route to and from the academy and/or on Lightcliffe Academy transport). Smoking and vaping are treated as a serious breach of academy policy and will be dealt with accordingly. Cigarettes, lighters, matches, e-cigarettes or any other dangerous articles or substances are forbidden on the academy premises.

Likewise, safety is paramount, and therefore students should not carry any offensive weapons including BB guns, knives and any replica weapons or any other dangerous articles or substances. Doing so will be treated as a serious breach of academy policy and will be dealt with severely and reported to the police.

All students are expected to remain on the premises at all times unless there is a specific parental request or under instruction of a member of staff. Students should never invite or encourage unauthorised visitors onto the site under any circumstances.

Attendance and Punctuality

It is vital that all students maximise their attendance at school. Every student should aim for 100% attendance in school and, at the very least, maintain an attendance of above 96%. Each day missed of school equates to five hours of learning lost and puts students behind their peers. Further details can be found in the Lightcliffe Academy Attendance Policy.

It is expected that all students arrive at the academy before 8.35am and on time to all lessons on time throughout the day. Where students are late to lessons, this impacts on their own learning and disrupts the learning of the rest of the class. If a student is repeatedly late to lessons without good reason, they will receive a sanction.

Pastoral Intervention A member of the pastoral team will identify concerns and set targets to support students. This will involve all key stakeholders including parents and carers, Year Leaders and the student. It may also be appropriate to invite external agencies at certain times.

Time Out Passes A very small minority of students may need additional support to manage a SEND, SEMH or medical need. Time out passes will only be given following consultation with parents, the SENDCo, Achievement Director or Senior Leader. A medical time out pass will only be issued if a consultant or doctor's letter is provided. These passes are issued sparingly and reviewed regularly.

Safeguarding The academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

Safety

The academy has a zero-tolerance approach to smoking or vaping on the academy premises (including en-route to and from the academy and/or on Lightcliffe Academy transport). Smoking and vaping are treated as a serious breach of academy policy and will be dealt with accordingly. Cigarettes, lighters, matches, e-cigarettes or any other dangerous articles or substances are forbidden on the academy premises.

Likewise, safety is paramount, and therefore students should not carry any offensive weapons including BB guns, knives and any replica weapons or any other dangerous articles or substances. Doing so will be treated as a serious breach of academy policy and will be dealt with severely and reported to the police.

All students are expected to remain on the premises at all times unless there is a specific parental request or under instruction of a member of staff. Students should never invite or encourage unauthorised visitors onto the site under any circumstances.

Attendance and Punctuality

It is vital that all students maximise their attendance at school. Every student should aim for 100% attendance in school and, at the very least, maintain an attendance of above 96%. Each day missed of school equates to five hours of learning lost and puts students behind their peers. Further details can be found in the Lightcliffe Academy Attendance Policy.

It is expected that all students arrive at the academy before 8.35am and on time to all lessons on time throughout the day. Where students are late to lessons, this impacts on their own learning and disrupts the learning of the rest of the class. If a student is repeatedly late to lessons without good reason, they will receive a sanction.

Planners

Lightcliffe Academy seeks to be inclusive, and a critical part of this ethos is ensuring all students can learn without disruption. We have clear boundaries and expectations so that students learn to be mature and ambitious. Sanctions are part of this.

Students with SEND

The culture at Lightcliffe Academy consistently promotes high standards of behaviour but will also provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom.

A positive behaviour culture will create a calm, orderly environment which will benefit students with a special educational need or disability (SEND), enabling them to learn and to feel confident in asking for help and support.

We recognise our legal duty under the Equality Act 2010 to prevent students with a protected characteristic being at a disadvantage. Our approach to challenging behaviour may therefore be differentiated to meet the needs of a student with SEND.

We aim to ensure that students with SEND are not treated less favourably than other students and endeavour to ensure that no sanction for such a student has been caused directly or indirectly by the student's disability or special educational need.

In such circumstances where a consequence is appropriate for a student with SEND, the Special Educational Needs Coordinator will be consulted to advise on any reasonable adjustments that should be considered in light of their additional needs.

The SENDCO will evaluate a student who exhibits challenging behaviour over a period of time to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from other relevant professionals to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

For further details, please refer to:

Attendance Policy

Exclusion Policy

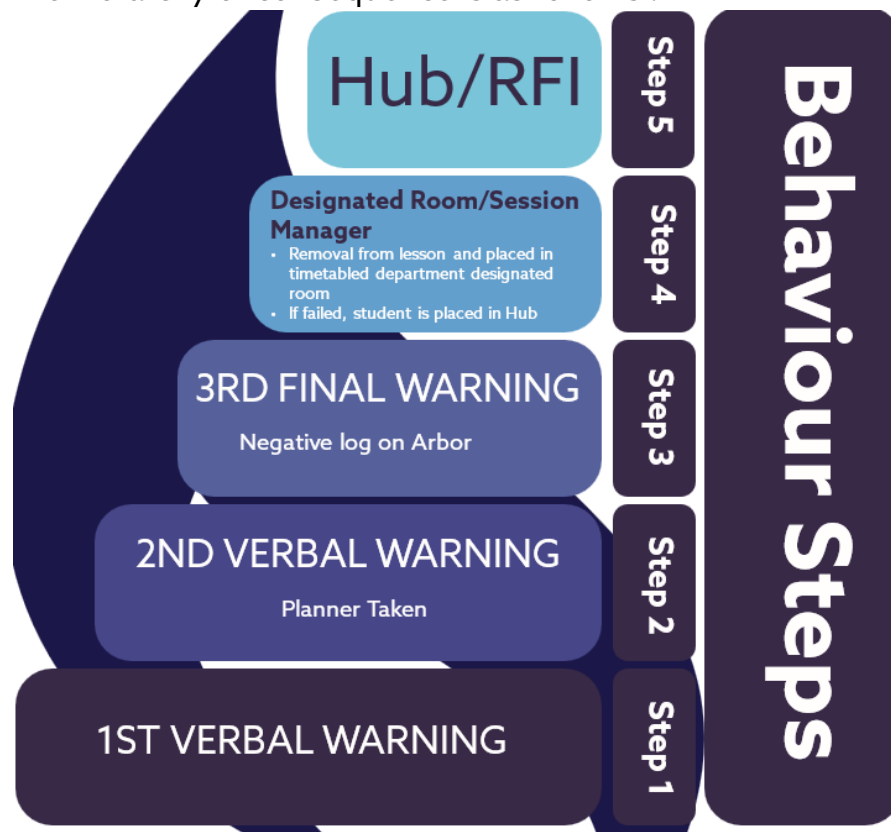
Inclusion and SEND Policy

Safeguarding Policy

Section 10: Classroom and Academy Sanctions

Lightcliffe Academy seeks to be inclusive, and a critical part of this ethos is ensuring all students can learn without disruption. We have clear boundaries and expectations so that students learn to be mature and ambitious. Sanctions are part of this.

The hierarchy of consequence is as follows :



If behaviour poor choices are made, warnings given by staff provide an opportunity for students to correct their behaviour. However, if behaviours continue, they are logged on Arbor and communicated with parents. Negative behaviour logs escalate to detentions or time booked into The Hub.

Consequences are expected to be:

- Natural outcomes of inappropriate behaviour.
- Applied firmly, calmly, impartially and quickly.
- Consistent. Completion of a consequence enables the student to have a fresh start.

Systems will support students in meeting expectations by:

- Involving parents / carers
- Involving their Form Tutor
- Involving the Head of Subject
- Involving the Pastoral Team, SENDCO and SLT
- Using lesson/daily report cards
- Referring to appropriate internal and external support agencies
- Implementing individual behaviour contracts/pastoral support plans

Session Manager

If a student's poor behaviour is serious enough in lesson to warrant escalation, then the

Session Manager can be called to tackle the student's behaviour through coaching or time out or removing the student from lesson. If this occurs, the student will be taken to a designated room and/or an appropriate sanction issued. The Session Manager may also be called if a student's behaviour does not meet expectations in the designated room.

The Session manager will take student into the internal Exclusion unit (The Hub) should they fail to meet our expectations in the designated room.

If a student's poor behaviour is serious enough in lesson to warrant escalation, then the

Session Manager can be called to tackle the student's behaviour through coaching or time out or removing the student from lesson. If this occurs, the student will be taken to a designated room and/or an appropriate sanction issued. The Session Manager may also be called if a student's behaviour does not meet expectations in the designated room.

The Session manager will take student into the internal Exclusion unit (The Hub) should they fail to meet our expectations in the designated room.

Detentions

Detentions are given as part of our positive discipline system and are recorded on Arbor. Parents and carers will be informed of academy detentions through the Arbor app online system.

When students accumulate a negative comment that is worthy of a detention, the staff member will notify the student that they have a detention the following day, giving students a 24hr grace period and giving parents and carers an opportunity to see this. It also allows parents and carers to plan for travel home for their child should it be an after school detention.

Tiered response

Students who do not attend a given detention or take the sanction they are given will have an upscaled consequence. If a student refuses to go with a session manager to a designated room, this will be escalated. If a student still refuses to follow a direct request, a Senior Leader will be called. Continued refusal will result in a suspension. Repeated incidents of the same behaviour will see increased consequences.

Report Card

Any student raising concerns may be monitored using our report card system. This will be completed each lesson by staff and monitored by key staff at the various levels of intervention. We will continue to communicate regularly with parents and carers, so they are able to support us. Any poor behaviour whilst on report may result in a detention. The number of negative Arbor logs will determine the level of report the student is on: Tutor Report, Year Leader Report, Achievement Director Report, SLT (Senior Leader Team) Report, Attendance/Punctuality Report.

The Hub- Room for Improvement (RFI)

The concept of our internal exclusion room (The Hub) is to take students whose behaviour is a serious concern out of lessons and/or free time to allow them time to reflect or self-regulate. The Hub may also be used to give students time to reflect or calm down before a situation escalates into something more serious. The Hub may be used when a student is deemed to need some time to themselves to reflect on their behaviour to prevent serious incidents from occurring. All students who are in The Hub will be issued with appropriate work.

Students will be silent whilst working in The Hub, but all the rules of the room will follow those of a normal classroom and students will receive two verbal warnings as normal. A 3rd warning is the final opportunity before students are issued with a 'fail'. This is the most serious internal sanction in the academy. The consequence of this is a suspension.

A to E (Alternative to Exclusion)

We are now working in collaboration with several secondary academies in the local area allowing us to send our students on an A to E for a period of time as an alternative to suspension. It is the responsibility of the parent/carer to ensure students placed in offsite provision attend. If a student is referred to an A to E, parents are notified in advance and are expected to arrange transport for their child and provide a packed lunch for the child to take with them. Once the external isolation period has been completed successfully, parents and the student will be invited back into the academy for a reintegration meeting.

Alternative provision

The academy will also use other off-site provisions as an alternative to fixed term suspension from academy. This is because suspensions from the academy do not involve supervised learning, and the use of offsite provision does provide a supervised and effective space for learning. It is the responsibility of parent/carer to ensure students placed in off-site provision attend. Leaders will ensure students receive a positive experience when accessing alternative provision. They will:

- Check the external provider is registered
- Check safeguarding arrangements to ensure students are safe and feel safe
- Monitor students' attendance each day
- Speak with staff and students regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case
- Consider if reintegration back in mainstream is appropriate. If so, leaders will put in place a robust reintegration package.

If a student fails their placement at alternative provision as a result of poor behaviour, they will attend a meeting with a member of SLT to discuss the next steps. This is organised by the Senior Leader responsible for Care and Conduct. The next steps may include an alternative placement or permanent exclusion.

Suspensions and Permanent Exclusion

All decisions to suspend are serious and only taken as a last resort or where a breach of academy expectations is serious. Student defiance or refusal to co-operate is a serious concern. On return from suspension there will be a reintegration meeting with parents/carers and a member of the Year Team or Senior Leadership Team. All suspensions will be made in line with government guidance and by following the Head of School's quality assurance. The decision to exclude will be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate

The Head of School will exclude from the academy only on disciplinary grounds. In their absence, the Vice Principal or an Assistant Principal will carry out this

function. It is unlawful to exclude on non-disciplinary grounds such as academic attainment/ability, actions of parents/carers or failure of a student/parent to meet specific conditions, such as, nonattendance at a reintegration meeting following an exclusion.

In deciding whether to exclude, the Head of School will consider contributing factors resulting in poor behaviour, for example: bereavement, mental health issues, special educational needs or bullying. In accordance with the DfE Guidance, where a student is at risk of suspension, the academy will explore early intervention to address the underlying causes of student behaviour. This will include:

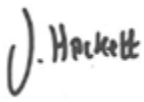
- An assessment of whether appropriate support is in place to support and special educational needs or disability that a student may have
 - The use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour.

A fixed period suspension is for a specific period of time. A student may be suspended for one or more fixed periods, up to a maximum of 45 academy days in one academic year. A fixed period suspension does not have to be for a continuous period. Please refer to Appendix B for examples (this is not an exhaustive list).

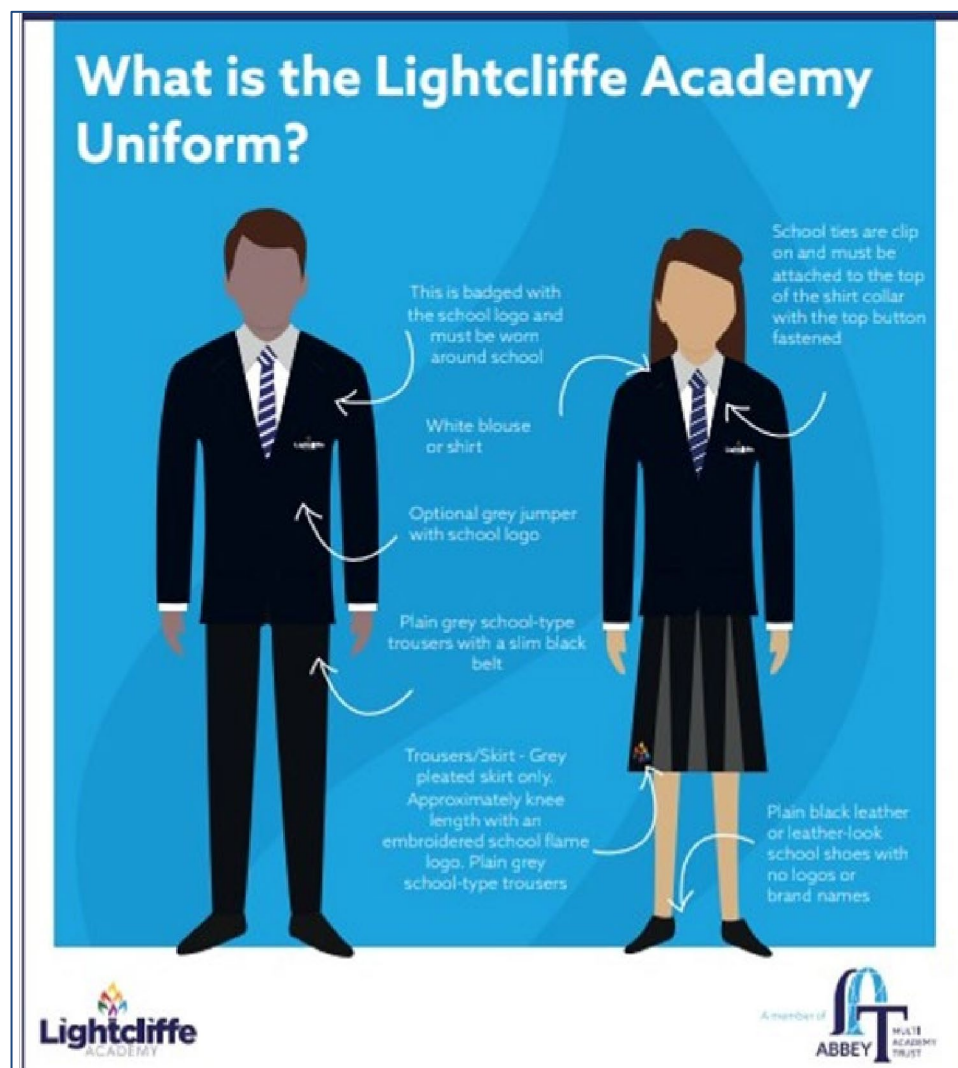
Finally

Remember that teachers are in the position of parent/carer whilst you are in school. This means that:

- There is no excuse for rudeness, disrespect or insolence.
- Requests from teachers must be carried out at once and without argument.
- Breaking any of these rules will be treated as a very serious matter.

Signed Chair of Governors: 	Date: 1 September 2025
Print Name: P. Laurence	
Signed Principal: 	Date: 1 September 2025
Print Name: J. Hackett	

Appendix A – Lightcliffe Academy Uniform



All students in each year group wear a tie in a specific colour for that particular year group. Students keep the same coloured tie throughout their time at the academy and do not change it as they move up into the years above.

Appendix B: Behaviour System

Positives

Severity Level 1 Positive

Being Helpful
Calm & Polite Entry
Contribution in Lesson
Excellent Effort
Excellent effort in reading
Excellent Home Learning
Excellent Oracy
Excellent Progress
Excellent Reading
Good Manners
Lightcliffe 100
Outstanding Work
Positive Attitude
Positive Role Model
Pride in Presentation
Respecting the Environment
Ruler Reading
Showing Kindness
Showing Resilience

Level 2 Positive

Excellent use of planner
Improved Attendance

Level 3 Positive

100% Weekly Attendance
Star of the Week

Level 4 Positive

Ambition
Dignity
Equity
Health & Happiness
Resilience
Service

Level 5 Positive

100% Attendance in a Term
Golden Ticket - Above & Beyond
Student of the Term - Subject



Negatives

Level 1 Negative

Graffiti
Home learning
Incomplete
ICT Misuse
Incorrect Uniform
Lack of Dignity
Lack of Equipment
Lack of Pride
No PE Kit
Not Meeting Expectations at Social Times
Verbal Abuse to Peers

Level 2 Negative

Late to Lesson
Late to School after 9am
Late to school before 9am

Level 3 Negative

Disruptive Behaviour
Eating/Chewing
Inappropriate Entry/Exit
Incomplete work
Off Task
Poor Attitude to Learning
Refusal to follow instructions
Rude to staff
Talking in Lesson
Damage to Property

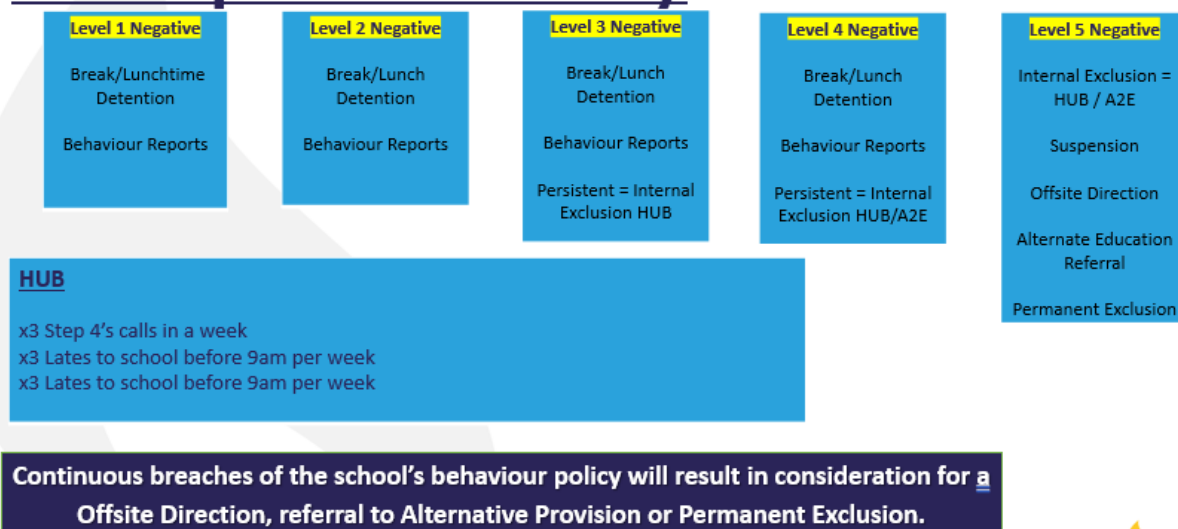
Level 4 Negative

Refusal to hand over mobile phone
Step 4 - Self Exit
Step 4 Room Removal

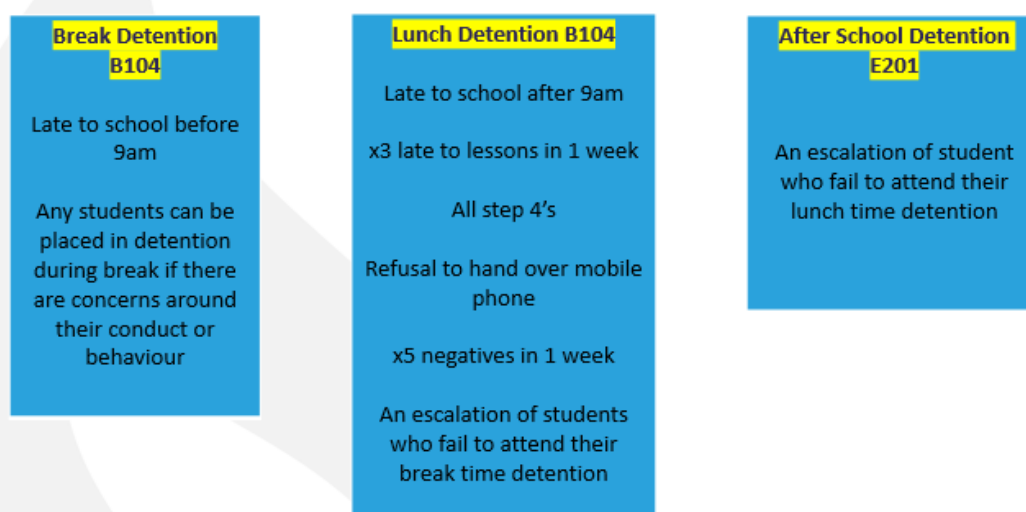
Level 5 Negative

Assault - Staff
Assault Pupil
Bullying - Cyber
Bullying - Emotional
Bullying - Physical
Bullying - Verbal
Discrimination - Disablism
Discrimination - Homophobia
Discrimination - Racism
Discrimination - Sexism/Harassment
Discrimination - Transphobia
Drug Related Incident
Failure to meet HUB Expectations
Serious (Other)
Step 5 - Failed Designated Room
Threatening/Aggressive Behaviour
Truancy (External)
Truancy (Internal)
Vaping/Smoking
Verbal Abuse to staff
Weapon Related Incident

Consequences Pathway



Detentions



Any student who fails to attend their after-school detention will be placed into the Hub the following day.

Other sanction examples

Sanction	Example of when this might be used
Daily report - form tutor	Monitor behaviour/attendance/ Punctuality
Daily report - Year Leader	Monitor behaviour/attendance/ Punctuality
Daily report - Achievement Director	Monitor behaviour/attendance/ Punctuality
Daily report - SLT	Monitor behaviour/attendance/ Punctuality
The Hub	Escalation of negatives over time Persistent disruption / truancy Supporting restorative work
A to E (Host School)	Failing internal inclusion Continued poor behaviour One-off incident
Fixed term suspension	Failing The Hub Continued poor behaviour One-off serious incident
Meeting with senior leader / Head of School	Continued poor behaviour One-off serious incident
Permanent exclusion	Continued poor behaviour One-off serious incident

Lightcliffe Academy is a fully inclusive school, and we try everything possible to avoid fixed term suspensions or exclusions. There are, however, some situations that require this action to be taken at the Headteacher's discretion. In keeping with our inclusive ethos, we strive to ensure that all students have the right to learn without disruption.

Appendix C: Incident Examples

	<u>Incident Example</u>	<u>Dealt with by</u>	<u>Consequence / Deterrent</u>
Low level behaviours	Late to lesson (pastoral detention) Forgetting homework Forgetting equipment Breaking classroom expectations	Class Teacher Form Tutor	Reinforce classroom expectations (step approach) Verbal warnings Negative behaviour log Session managed
Persistently poor behaviour	Continuance of behaviour	Class Teacher Subject Leader Form Tutor	Negative behaviour log Session managed Complete missing work Parents contacted by telephone Subject report / Lesson contract
Serious	Persistent low level behaviours with limited/no improvement Persistent insolence Insolence to staff / defiance / refusal Provoking aggression Lesson truancy Minor vandalism Physical aggression after provocation Discriminatory behaviour	Achievement Director Year Leader Assistant Principal	Negative behaviour log Session managed Subject report / Lesson contract Parent meeting with Achievement Director Pastoral intervention/student report Room for Reflection The Hub Racist incidents recorded and reported termly to the local authority

	Fighting when both at fault Intimidation of others Failure to comply with report targets Using abusive language Offsite at lunchtime Smoking/carrying cigarettes/vapes Bringing drug onto school premises Verbal aggression towards students Physical aggression towards students Bullying Vandalism Theft Reckless behaviour Verbal abuse/aggression towards students Verbal abuse/aggression towards staff Setting off fire alarm		Reflection work carried out Meeting with Assistant Principal for Care and Conduct
--	---	--	---

	<u>Incident Example</u>	<u>Dealt with by</u>	<u>Consequence / Deterrent</u>
Harmful Behaviour	Harassment Persistent violent or malicious behaviour Extreme violent or malicious behaviour Serious verbal abuse	Vice Principal / Head of School	Meeting with parents Fixed term suspension Reintegration and behaviour contract Outside agencies involved Intervention to target and correct behaviour
Dangerously harmful behaviour / one-off serious incidents	Arson Sexual abuse or assault Supplying an illegal drug or harmful substance Carrying an offensive weapon Serious or actual threat against a student Serious or actual threat against a member of staff Repeated malicious behaviour Persistent verbal abuse / defiance / refusal	Head of school	Permanent exclusion