

Behaviour and Positive Relationships Policy

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1. Introduction

1.1. Audience

This policy is intended for use by all support, teaching staff and management, parents/carers and students of United Learning.

1.2. Revision History

Issue	Date	Author	Changes
V0.02	23/03/2026	Kelsey Etheridge	Update to legal framework and section 8.7 to reflect new restrictive intervention guidance. Changes to section 3, 4, 5, 6, 7, 8, 9

2. Legal framework

- 2.1. This policy is in line with guidance from the Department for Education. It provides advice to the principal and staff on developing the school's positive relationship policy and explains the powers members of staff have.
- 2.2. This policy has due regard to all relevant legislation including, but not limited to, the following:
 - DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
 - DfE (2022) 'Searching, screening and confiscation: guidance for schools'
 - The Equality Act 2010
 - DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
 - DfE (2026) 'Restrictive interventions, including the use of reasonable force, in schools'
 - DfE (2015) 'Supporting pupils at school with medical conditions'
 - DfE(2025) Special Educational Needs and Disability (SEND) Code of Practice.
 - Schedule 1, paragraph 7 & 9 of the Education (Independent School Standards) Regulations 2014

3. Vision, aims and core values

3.1. Our vision

We are committed to providing a vibrant, inclusive, and high-achieving community where every student is empowered to excel, feel safe, and is valued as an individual. Research consistently highlights the crucial role of strong, positive relationships between students, teachers, and the wider community to promote academic success, emotional well-being, and personal development.

3.2. Core values

At LEAF our entire culture and community revolves around our Core Values. These have been carefully chosen in consultation with parents, students, staff and other stakeholders in order to ensure they reflect the special nature of LEAF Studio and our vision of ensuring that all our students perform to their potential. Our Core Values are:

- Passion
- Ambition
- Respect
- Resilience
- Teamwork

Our aim is to ensure that we are developing these characteristics in our young people in order to prepare them for a successful life beyond LEAF Studio, in whatever capacity that may be.

3.3. Educational aims

We aim to:

- Have all students in lessons during learning time
- Have a safe, secure, orderly and caring learning environment, where all members of the school community respect each other and the school environment
- Have fairness and equal opportunities for all students and for all students to feel supported to learn in an inclusive environment
- Develop a positive learning environment with high expectations, clear routines and boundaries
- Ensure that students feel good about their learning
- Develop good, healthy citizens who are honest and proud of their school community and beyond
- Develop a culture of positive achievement where students celebrate their own achievements and that of their peers
- Encourage students to take responsibility for their learning and to work towards aspirational goals
- Ensure that parents and carers are communicated with regarding the Behaviour & Positive Relationships policy

4. Roles and responsibilities

4.1. The Local School Board is responsible for monitoring this Behaviour & Positive Relationships policy's effectiveness and holding the Principal to account for its implementation.

4.2. The Principal is responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring how staff implement this policy to ensure rewards outweigh sanctions and are applied consistently to all groups of students
- Ensuring that all staff understand the expectations and the importance of using them as a scaffold to ensure positive discipline
- Providing new staff with a clear induction into the school's positive behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully through a positive rewards system
- Offering appropriate training in positive behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

4.3. Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Graduated response to behaviour consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected positive behaviour and positive relationships and rewarding these
- Providing a personalised approach to the specific needs of particular students e.g. SEND, PP, EAL etc.
- Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

4.4. Heads of Year responsibilities:

- To always ensure adherence to policies and procedures
- Work closely with parents where behaviour creates disruption to the learning environment
- Identify and create effective support plans for students who are building up negative behaviour points
- To celebrate students who have positive attitude to learning, behaviour and progress scores
- To meet with students and families following fixed term suspensions
- To investigate incidents which could result in internal isolation or external suspension
- To co-ordinate to ensure that all barriers to learning, including attendance, punctuality and behaviour are monitored regularly, and support is put in place
- To liaise with senior leaders over appropriate interventions
- To support the effective, safe and positive running of the school through daily duties

4.5. Members of the Senior Leadership Team are responsible for:

- Ensuring adherence to policies and procedures by all staff
- Supporting the effective, safe and positive running of the school through daily duties

- Working closely with students and families of those most at risk of permanent exclusion
- Meeting with students and parents following fixed term suspensions
- Having a presence at transitional parts of the day including but not limited to, the start of the day, end of the day, and break times

4.6. Parents and carers should:

- Get to know the school's policies and expectations and reinforce them at home, where appropriate
- Support their child in adhering to the above documents
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with appropriate members of staff promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Attend parents' evenings to monitor the progress of their child
- Provide any medical evidence to support the school in implementing reasonable adjustments to this policy in line with students' medical needs
- Take part in the life of the school and its culture

4.7. Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour
- The rewards they can earn for meeting the expectations, and the consequences if they don't meet the standard
- The pastoral support that is available to them
- Students will be supported to develop an understanding of the school's Behaviour & Positive Relationships policy and wider culture of British Values. This will be delivered through the Personal Development programme, religious education, assemblies and guest speakers.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour & Positive Relationships policy through the Student Leadership team.

5. Behaviour expectations and standards

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

Our policy is based on the premise that:

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

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

- Respecting others as well as other cultures and beliefs
- Listening to and responding appropriately to teachers and each other
- Avoiding conflict with others
- Being honest

We believe that we should:

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

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

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

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

- Follow the classroom expectations displayed in every teaching area (S.T.A.R.T)
- Follow instructions without argument and comply with school sanctions if we break a school rule

- Allow others to stay focused on their work and not disrupt their learning
- Follow behaviour for learning expectations when on LEAF Studio trips and visits
- Ensure we bring the necessary uniform & equipment for each lesson and an appropriate school bag

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

- Treat all LEAF Studio property with respect
- Walk around LEAF Studio in a quiet and orderly manner
- Only eat and drink in the canteen or outside
- Not take food or drink into the main building unless it is a wet break
- Use the litterbins provided

We will keep each other safe. We will:

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

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

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

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

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

5.2. Mobile Phones and Smart Watches

- Students may bring mobile phones to the school but must keep them turned off and stored securely in their bags. Phones should not be visible or heard during the school day.
- Smart watches are acceptable but should be managed responsibly. Notifications should be on silent to minimise distractions.
- Mobile phones are not permitted to be used during school hours, inside the school premises, under any circumstances. They are not permitted to be used during break/lunch in the inside or outside areas of the school. Mobile phones must remain in students' bags and turned off/on silent.
- If a phone is seen out at any point during the day, it will be removed immediately and the student will need to collect it at the end of the day.
- The use of mobile phones to record a pupil or member of staff without their consent will be taken as a breach of privacy of the person and a breach of mobile phone use.

5.3. Jewellery and valuables

- A pair of studs and a watch are permitted as jewellery. Any additional jewellery will be collected, recorded, and stored in Reception for collection at the end of the day.
- Valuables should not be left unattended at any time. If you have to bring large amounts of money or expensive items into the school, ask your form tutor/class teacher to look after it at the start of the day.
- Do not bring items such as iPads, hand-held computers, laser pens etc. into the school.
- Mobile phones/smart watches are brought to the school at your own risk.
- Confiscated valuables will be stored in a secure location to be collected at the end of the school day. The exception to this rule is where a senior member of staff has given special permission for a student to collect it due to a need for the student to be offsite early.

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

5.5. The main gate will be locked at 8.35am each morning. Any student coming in late after this will need to go to main reception where they will sign in and the number of minutes late will be recorded. If a student is late before the start of Period 1 (8.45am) without an acceptable explanation from the parent/carer, then they will receive a late mark, a Behaviour Point and a same day break time detention for 10 minutes. If they are late after the start of Period 1 (again without an explanation from a parent/carer) then they will be issued with a truancy referral and therefore an after-school SLT detention on a Friday. Three or more lates within a single week will result in a student failing APB and being removed from training for the following week.

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

5.7. Prohibitions

- Smoking and vaping are banned on the LEAF Studio site, around LEAF Studio and the immediate vicinity and/or whilst wearing LEAF Studio branded uniform.
- Energy drinks are banned from site and will be confiscated and disposed of; this includes drinks containing caffeine or high levels of sugar.
- Chewing gum is banned on the LEAF Studio site. If a student is seen chewing gum, then they will be issued a behaviour point and will be litter picking during break/lunch.
- Alcohol, illegal substances, drugs, cigarettes, e-cigarettes, CBD, matches and lighters, aerosols, dangerous items, weapons, knives and / or stolen items must never be brought into LEAF Studio or carried or used on site. Failure to comply may lead to permanent exclusion.

6. Definitions of misbehaviour

- 6.1. **Misbehaviour** is defined as any actions by students which wilfully go against the school expectations, including but not limited to:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - Non-completion of classwork or homework
 - Poor attitude
 - Incorrect uniform
- 6.2. **Serious misbehaviour** is defined as repeated breaches of the school expectations, including but not limited to:
- Any form of bullying
 - Any form of sexual abuse or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking / Vapes
- Racist, sexist, homophobic, misogynistic or discriminatory behaviour
- Possession of any prohibited items, such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vapes, tobacco, snus and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects may be used to commit an offence, personal injury or damage to property or people

6.3. **Bullying** is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

6.4. Bullying is:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes or online harassment such as sexting.

7. Positive behaviour and rewards

- 7.1. Positive behaviour is our primary goal, and it is supported by a holistic approach to character development and behaviour management. We believe that fostering positive relationships is key to creating a nurturing and respectful learning environment. By encouraging students to show respect, empathy, and tolerance towards others, we aim to build a community where every individual feels valued and supported.
- 7.2. We recognise that strong relationships are at the heart of effective learning and personal growth. When students demonstrate kindness, cooperation and integrity, they not only contribute to a positive atmosphere in the classroom but also develop the social and emotional skills needed for lifelong success.
- 7.3. Our approach emphasises collaboration between students, staff, and families, as we all play a role in supporting the growth of respectful and positive relationships.
- 7.4. Students are incentivised to develop character and display good behaviour through our inclusive rewards package. Students can be rewarded for any aspect of their school life. This includes Achievement Points which are awarded when students demonstrate any of the Core Values of Passion, Ambition, Respect, Resilience and Teamwork.
- 7.5. Trips to external events and experiences (e.g., Specialism week, Year 11 prom, tours etc) are regarded as being rewards for students who meet our expectations and therefore we will always select students for these based on their behaviour and attendance.
- 7.6. The reward system runs parallel with the behaviour system and encourages active and direct involvement of all staff and students at LEAF Studio. The system allows for all students (regardless of ability, gender, or age) to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.
 - 7.6.1. **Level 1: Daily Celebration** Students receiving achievement points will be recognised and celebrated during tutor time the following day.

- 7.6.2. **Level 2: Star of the Half Term** The students with the most achievement points and / or 100% attendance in both Performing Arts and Sport in each year group will be celebrated through our termly Rewards assemblies and issued with various prizes.
- 7.6.3. **Level 3: Student of the half term – subject areas** Each half term, every subject area recognises a student from each year group who has demonstrated significant effort, achievement, and progress. These students will be celebrated across the school, on our Wall of Fame and on social media.
- 7.6.4. **Level 4: Principal's Award Ceremony (Awards Evening)** All students (of each year group) are invited to attend the annual awards ceremony in the summer term. Students can be nominated for an award in academic, specialism or whole school categories. The winning students will be presented with a trophy and certificate. All nominated students will receive a certificate and be placed on the school website and Wall of Fame with all of the results from the evening.

8. Responding to misbehaviour

- 8.1. We believe in positive reinforcement however, there may be occasions when there is a need to challenge behaviours which are not reflective of our school standards and may have a detrimental effect on the health, wellbeing and learning of others.
- 8.2. Although staff will always try to de-escalate poor behaviour where possible, they have statutory authority to discipline students whose behaviour is unacceptable and fails to adhere to expectations (section 90 and 91 of the Education and Inspections Act 2006). This authority applies to all paid staff with responsibility for students. Staff also have the power to discipline students beyond the school gate where their misbehaviour is deemed to bring the school's reputation into disrepute.
- 8.3. Individual circumstances and needs may be taken into consideration when issuing sanctions. If the disruptive behaviour of the student is persistent then the school will begin an assessment of the students to determine whether there are any unmet educational or other needs. This will be led by the SENDCo and/or Pastoral Leaders. It may also involve assessments from external agencies.
- 8.4. Our behaviour system uses a sliding scale of points to monitor and track student behaviour. Each student's behaviour points are tracked using ARBOR and are available for parents to see via the ARBOR parent app. Tutors and Heads of Year regularly monitor this data in order to support students before their behaviour escalates. Heads of Year meet with the Vice Principal weekly to discuss any concerns arising from this data. The main categories of points are listed below:
- **Behaviour points** – given for one-off incidents such as non-completion of homework, being late to lessons, swearing, chewing gum or other anti-social behaviours (worth 1 BP)
 - **Referral** – given when a student has to be removed from a lesson (worth 3 BPs)
 - **Behave & learn** – issued when a student is involved in a serious incident that requires them being put in the B&L room for at least a day (worth 5 BPs) or when they have received two referrals in the same day (no additional BPs)

The main use of these behaviour points is to allow staff to monitor behaviour and implement support as needed.

8.5. Suspensions

- 8.5.1. Suspensions may be considered if there is an escalation in repeated poor behaviours that fall short of the school expectations, or for more serious negative behaviours including but not limited to:
- Premeditated or one-off assault on another student
 - Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual
 - Threatening behaviour towards a member of staff or student
 - Single or repeated incidents of bullying
 - Wilful vandalism to school property
 - Bringing in any item which could possibly cause harm or injury to anyone
- 8.5.2. When a student is first issued a suspension, this will be immediately recorded on ARBOR to allow Heads of Year to monitor any patterns of behaviour. Senior leadership will be informed of the progress of students with suspensions and this will be discussed weekly at the SLT meeting. ARBOR is used to monitor, record, and track the specific behaviours over time. It observes patterns, identifies triggers, and assesses progress of behaviour change or goal achievement.
- 8.5.3. The school is keen to ensure a balance is met between the use of suspensions and the impact on the student's ability to re-engage with their learning. For this reason, the school has anticipated that in most cases suspensions will not exceed 5 days for any single incident.
- 8.5.4. The Principal retains full authority to vary the length of any fixed term suspension, at any time: however, no student will receive greater than 45 days suspended in any one academic year without being permanently excluded for persistent disruptive behaviour. The DfE Guidance on Exclusions states that where a student has been fixed period suspended for 15 days or more in a term, a Governor disciplinary panel must meet. Please note that the Principal also retains the right to permanently exclude a student for persistent disruptive behaviour, even if they have not reached 45 days.
- 8.5.5. Where the Principal is concerned that a student is subject to a large number of suspensions and therefore days lost to learning, or has accumulated a large number of negative points, in any one academic year, it is recognised that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by this student. In addition, the school recognises that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support. At this point, the Principal would be likely to consider a permanent exclusion.
- 8.5.6. In order to maintain good order and authority in the school, a student who is disruptive or defiant may be placed in internal isolation (Behave & Learn) for a half day or more. A student who disrupts Behave & Learn during the day, should, with their parents/carer's permission, be sent off site and directed to a Host school to complete their time. Upon return to the school the student, at the discretion of the Principal, may be required to complete a further day in Behave & Learn before returning to class.

8.5.7. Students who receive a suspension may not be allowed to represent the school in extra-curricular activities (please see Appendix A: APB).

8.5.8. For further information please refer to the school's Exclusion Policy.

8.6. Reintegration back into school following a suspension

8.6.1. There is a set procedure for those students who return to school following a suspension. This will involve:

8.6.2. A meeting with the child, parent/carer and Head of Year to discuss the expectations for them to return to school. This meeting may involve a senior leader if it is following a third suspension within an academic year. This meeting must take place within 24 hours of the planned return date.

8.6.3. Possible implementation (or review) of a Behaviour Support Plan. Where appropriate, additional intervention may be necessary to support students in modifying their behaviour.

8.6.4. The success of this reintegration period will determine whether students can return to representing the school in a range of activities. Failure to cooperate with this reintegration may result in further escalation of sanctions.

8.7. Permanent Exclusions

8.7.1. The Principal reserves the right to permanently exclude a student. There are two main types of situations in which permanent exclusion may be considered:

8.7.2. A graduated response to repeated disciplinary issues where a range of behaviour modification strategies have been implemented without success. Such incidents include, but are not limited to, when a student takes up an inordinate amount of staff time dealing with his/her misbehaviour. A verbal, written and final written warning may be issued prior to a permanent exclusion. If a final written warning is giving notice that if there is one more incident of misbehaviour then it will result in a permanent exclusion. Final written warnings last for a period of 24 months from the date they are issued.

8.7.3. Single, more serious incidents, in which the safety of members of the school community has been placed at risk. This could be a 'one off' offence. Such incidents include, but are not limited to:

- Making false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
- Unprovoked serious act of violence towards any member of the school community
- Possession of offensive weapons. These include offensive weapons such as manufactured weapons, items adapted to cause injury, or items that are carried with the intent to cause harm
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Arson
- Theft of school property or a member of the school community's property

- Use of ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Using audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy
- Being involved with illegal drugs or alcohol during the school day e.g. using or supplying to others
- Damage to school property
- Swearing at, or being personally insolent to a member of staff
- Being involved in activities which are prejudicial to the health and safety of member(s) of the school community
- Deliberate activation of the fire alarm without good intent

8.7.4. These are not exhaustive lists and there may be other situations where the Principal makes the judgement that a permanent exclusion is an appropriate sanction. The school will consider police involvement for any of the above offences where appropriate. Permanent exclusions are subject to a formal hearing and appeals panel.

8.8. Restrictive interventions and reasonable force

- 8.8.1. The DfE guidance (2026) 'Restrictive interventions including use of reasonable force in schools' provides definitions for the terms: restrictive intervention; reasonable force; significant incident; seclusion; and restraint.
- 8.8.2. Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have the legal authority to use reasonable force, in specific circumstances to ensure the safety of students and others in the school.

Reasonable force may be used to prevent a student:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing serious disorder.

- 8.8.3. Any use of force must be reasonable, necessary, proportionate, and applied for the shortest time possible.
- 8.8.4. The use of force will always be a last resort, following attempts to de-escalate the situation using appropriate strategies.
- 8.8.5. Force will never be used as a form of punishment.
- 8.8.6. Staff will always consider whether there are less restrictive alternatives than using force and will assess whether intervention is likely to reduce risk or escalate the situation.
- 8.8.7. When using force, staff will take into account the individual needs and circumstances of the student, including age, size, medical needs, and any special educational needs or disabilities (SEND).

- 8.8.8. Staff will act with regard to the student's dignity, welfare, and emotional wellbeing, and will communicate clearly and calmly throughout any intervention, where possible.
- 8.8.9. The school does not operate a 'no contact' policy and recognises that appropriate physical contact may be necessary and beneficial in a range of situations.
- 8.8.10. Certain practices are strictly prohibited, including any use of force that restricts breathing, affects circulation, or places a student at risk of harm.
- 8.8.11. Following any incident involving the use of force, the school will ensure that appropriate support is provided to students and staff, including opportunities for reflection and restoration.
- 8.8.12. All incidents involving the use of reasonable force will be recorded accurately and promptly and reported to parents in line with statutory requirements.
- 8.8.13. The school will ensure that all staff receive appropriate and regular training in de-escalation, behaviour support, and the safe and lawful use of reasonable force. In the rare event of an unforeseen incident – including before training has taken place – staff may act to prevent harm, using reasonable and proportionate measures. Any such incident will be recorded, reviewed and communicated with parents/carers, and staff will receive guidance and support.
- 8.8.14. The school will take proactive steps to minimise the need for the use of force through strong relationships, effective behaviour management and early intervention strategies.

9. Searching, screening and confiscation

9.1. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco, snus, cigarette papers and filters
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under this policy.

9.2. Searches without consent

- 9.2.1. The Principal and staff authorised by them have a statutory power to search students or their possessions, without their consent, where they have reasonable grounds to suspect that the student may have a prohibited item.
- 9.2.2. A student's possessions (any goods over which the student has or appears to have control such as a bag) may be searched.

- 9.2.3.** When a search is required, there will be two members of staff present. The person carrying out the search must be the same sex as the student/s and the possessions may only be searched in the presence of the student/s themselves and the other member of staff.

9.3. Searches with consent

- 9.3.1. Searches will only be carried out by a member of staff who has been authorised to do so by the Principal. The authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness.
- 9.3.2. In exceptional circumstances, an authorised member of staff of a different sex can carry out a search without another witness if:
- They reasonably believe there is risk that serious harm will be caused if the search is not carried out urgently; and
 - In the time available, it is not reasonably practicable for the search to be carried out by the same-sex staff or with a witness.
- 9.3.3. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need
 - Assess whether or not doing the search would put others at risk
 - Consider whether the search would pose a safeguarding risk
 - Explain to the student why they are being searched
 - Explain what a search would entail
 - Explain how and where the search will be carried out
 - Give the student the opportunity to ask questions
 - Seek the student's co-operation

9.4. Searching students' possessions

- 9.4.1. Possessions means any items that the student has or appears to have control of, including:
- Desks
 - Lockers
 - Bags
 - Blazers
- 9.4.2. A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

9.5. Informing the Designated Safeguarding Lead (DSL)

- 9.5.1. The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item

- If they believe that a search has revealed a safeguarding risk
- 9.5.2. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system, My Concern.

9.6. Informing parents

- 9.6.1. Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the school has taken, including any sanctions that have been applied to their child

9.7. Confiscation

- 9.7.1. Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.
- 9.7.2. School staff have the power to confiscate any item that is harmful or detrimental to School discipline.

10. Incidents of misbehaviour

10.1. Off-site Misbehaviour

- 10.1.1. Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from the school
 - Wearing school uniform
 - In any other way identifiable as a student of our school
- 10.1.2. Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
 - Poses a threat to another student
 - Could adversely affect the reputation of the school
 - Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

10.2. Online Misbehaviour

- 10.2.1. The school can issue behaviour sanctions to students for online misbehaviour when:
- It poses a threat or causes harm to another student

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

10.3. Suspected Criminal Behaviour

- 10.3.1. If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 10.3.2. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 10.3.3. If a decision is made to report the matter to the police, the Principal / Vice Principal will make the report.
- 10.3.4. The school will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 10.3.5. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

10.4. Sexual Harassment and Sexual Violence

- 10.4.1. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 10.4.2. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 10.4.3. The school's response will be:
 - Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 10.4.4. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
 - Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to Children's Social Care
 - Report to the police
- 10.4.5. Please refer to our safeguarding and child protection policy for more information.

10.5. Malicious Allegations

- 10.5.1. Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

- 10.5.2. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.
- 10.5.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO) where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.
- 10.5.4. The school will also consider the pastoral needs of staff and students accused of misconduct.
- 10.5.5. Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other students.

10.6. Responding to Misbehaviour from Students with SEND

- 10.6.1. Recognising the impact of SEND on behaviour.
- 10.6.2. The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).
- 10.6.3. When incidents of misbehaviour arise, the school will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
 - Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
 - Using best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
 - If a student has an Education, Health and Care plan (EHC), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- 10.6.4. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- 10.6.5. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

10.7. Adapting sanctions for students with SEND

- 10.7.1. When considering a sanction for a student with SEND, the school will take into account:
 - Whether the student was unable to understand the rule or instruction
 - Whether the student was unable to act differently at the time as a result of their SEND

- Whether the student is likely to behave aggressively due to their particular SEND

10.7.2. If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

10.7.3. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.8. Considering whether a student displaying challenging behaviour may have unidentified SEND

10.8.1. The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

10.8.2. Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

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

10.9. Students with an Education, Health and Care (EHC) Plan

10.9.1. The school will ensure that the provision specified in an EHC plan is delivered and will work in co-operation with the local authority and relevant agencies. If the school has a concern about the behaviour of a student with an EHC plan, it will liaise with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Appendix A: Attendance, Progress and Behaviour

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

In order for students to be able to access these opportunities, they will need to consistently meet set targets in three key areas – **Attendance, Progress and Behaviour (APB)**:

At the end of each week we will review students' performance in these areas, each of which they will need to pass to access their specialism hours for the following week. We may also review this on a half termly basis for an overall view of these areas.

The specific weekly and half termly targets for the three areas are as follows:

	Weekly Targets	Half Termly Targets
Attendance	Any unauthorised absence (includes holidays, school refusal, unexplained absence etc.)	Minimum overall attendance for the half term
Progress	N/A – only half termly	Minimum academic <u>progress</u> across all subjects since the start of the year (not just actual grades)
Behaviour	• 10 or more Behaviour Points • 3 or more lates to school • 3 or more missed homeworks • Failure to attend SLT DT	N/A – only weekly

Any student who fails the **weekly** targets will be removed from training for the following week. They will still access their Core Sport and S&C for this period, but will be out of technical training and any fixtures, rehearsals, trips etc. They will then return to training if they pass APB at the end of the week.

Any student who fails to meet all the required targets at the end of each **half term** may subsequently be removed from all training, fixtures, rehearsals, trips and shows for the whole of the next half term.

In both cases, instead of their training hours, students will be given additional academic tutoring in Maths and English plus other personalised support to help them meet their specific targets in the next APB review. Parents will be informed after each APB review if their child is being removed from training for the following week / half term.

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

updated on their attendance, progress and behaviour points in tutor times and parents will be able to monitor attendance and behaviour through the ARBOR parent app as well.

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

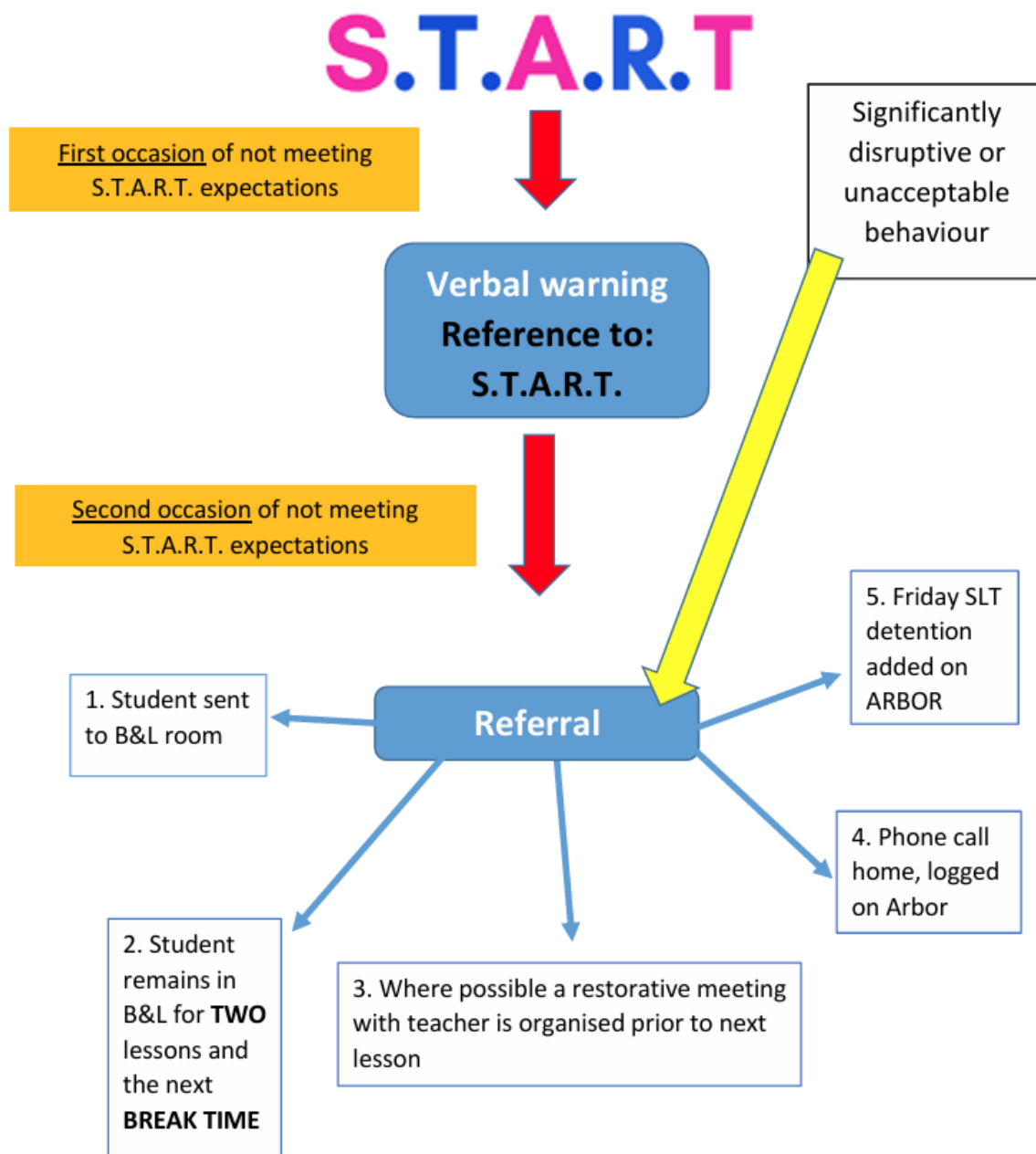
12. Appendix B: Suspension/permanent exclusion summary

	Fixed Term Suspension			Permanent Exclusion
	0-5 days	6-15 days	16-45 days	
Governor disciplinary panel	No, unless the parent requests a review of the decision to suspend.	No, unless the parent requests a review of the decision to suspend.	Yes	Yes
Timeline	No legally binding timescale but we aim to meet within 45 days of the suspension.	No legally binding timescale but we aim to meet within 45 days of the suspension.	Within 15 school days of receiving notification of the suspension.	
Parental attendance	Parents/carers can be present and make verbal or written representation, or a combination of both. Students are encouraged to make representation where it is appropriate for them to do so.			
If the panel uphold the exclusion.	Recorded on the student’s educational record.			
If the panel do not uphold the exclusion.	The panel has no power to direct reinstatement. The committee should record their consideration on the student’s record.	The panel can reinstate the student immediately or on a fixed date. Where a student has already returned to the School the committee should record their decision, and the reason for it, on the student’s educational record.		

13. Appendix C: Core Values at LEAF Studio



14. Appendix D: Sanctions Flowchart



15. Appendix E: START Behaviour at LEAF Studio



16. Appendix F: Sixth Form Professional Conduct & Etiquette

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

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

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

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

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

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

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

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

Procedures

Achievements should be logged on ARBOR. P A R T = as main school

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

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

Behaviour incidents and occurrences should be logged on ARBOR:

- Late to a lesson within first 5-10 minutes = **Sixth Form Punctuality**
- Turned away from a lesson (over 10 minutes late) = **Sixth Form Referral**
- Removed from a lesson = **Sixth Form Referral**
- **Truancy from a Lesson = Sixth Form Truancy**

- S T A R T = as main school behaviour policy = **Sixth Form Expectations**
- Failure to produce and use the correct equipment, kit, uniform = **Sixth Form Expectations**
- Mobile phones/devices at the wrong time should be confiscated and handed to the Specialism Lead or Head of Sixth Form and can only be return at the end of their school day = **Sixth Form Mobile/Device**
- No energy drinks or fast food to be brought onto the school site.

Please add a comment for each behaviour incident to support the paper trail. All referrals require communication home to parent/carer on the day of issue, this can be via email or phone, this communication must be logged on ARBOR under the communication log. To support staff well-being some Sixth Form logs will automatically send communication from Arbor.

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

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

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

Serious/Severe Incidents

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

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

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

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

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

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

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

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

- Persistent and continued disruption
- Outright defiance
- Continued absence or poor punctuality
- Serious and/ or continued bullying
- Fighting
- Violence or assault
- Sexually inappropriate behaviour
- Using or being under the influence of drugs or alcohol
- Smoking / vaping on site
- Being in possession of drugs or alcohol
- Supplying drugs
- Bringing or being found in possession an offensive weapon or illegal substances.
- Bringing 'outsiders' onto school property in order to threaten or create conflict.
- Threatening or aggressive behaviour: physical or verbal
- Racist, homophobic, sexist, or discriminatory language or behaviour
- Deliberate involvement in or instigation of conflict
- Verbal abuse towards a peer or adult
- Stealing
- Truancy
- Possessing stolen property
- Vandalism and the destruction of property
- Cheating in a test or exam
- Bringing the school/sixth form into disrepute

Smoking/Drugs/Alcohol

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

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

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

Support Plans

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

To log on ARBOR, follow the steps listed below for Action Plans however ensure logged as Informal Warning. A copy should also be printed out, signed, and given to the student and Head of Sixth Form.

Action Plans

If a student requires an Action Plan level, please follow the below.

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

1. Complete an Action Plan Document and go through this with the student.
2. All must sign this document.
3. Log on ARBOR a Formal Warning under behaviour with 'see report details.'
4. Log on ARBOR a Report Card with full details and summary. The expiry date should be the review date of the action plan. a. Link the behaviour incidents through ARBOR to the Report Card
5. A copy must go to the student and sent home.
6. A copy must also be printed, signed, and given to the Head of Sixth If unsure, please see the Head of Sixth for guidance/support.

Professional Etiquette Stages

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

Repeat occurrence or further issue – LOGGED ON ARBOR

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

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

Should an incident occur when a student has been issued a warning or multiple of the above or if more severe, a student will be removed / turned away from a class. If a student fails to be prepared for a subject with completed homework, they will be turned away. If a student is 10+ minutes late to class, they will be turned away. Same day contact will be made home by the issuing teacher to alert parents of concerns. A summary will be provided to Head of Department / Specialism Lead and Head of Sixth Form.

Performing Arts 4 Informal Warning – LOGGED ON ARBOR / PARENTS INFORMED

Repeated incidents of above or a severe incident - informal verbal warning issued by Specialism Lead / Head of Sixth Form / Principal. Formal meeting to take place with Specialism Lead and Head of Sixth Form where intervention and support will be offered.

Students will be removed from training and opportunities (duration and level agreed with Head of Sixth). The student may only attend BTEC classes.

Performing Arts 5 Action Plan Level 1 – Formal Warning – LOGGED ON ARBOR

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

Performing Arts 6 Action Plan Level 2 – Formal Warning – LOGGED ON ARBOR

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

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

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

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

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

BTEC COURSEWORK, A-LEVEL WORK & HAND IN DEADLINES

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

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

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

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

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

Extension missed, refer to Head of Sixth Form

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

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

INDEPENDENT STUDY, HOME LEARNING AND PROGRESS

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

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

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

ATTENDANCE & PUNCTUALITY

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

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

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

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

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

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

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

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

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

PROCEDURE FOR MONITORING ATTENDANCE – SIXTH FORM | UNEXPLAINED ABSENCES FROM LESSON ACTION

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

POOR ATTENDANCE RECORDS

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

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

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

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

- Students may be asked to pay for their exam entries.
- Impacted Bursary payments
- Impacted events, opportunities, trips
- Students not entered for examinations.
- Students advised to leave LEAF Studio Sixth Form