



# The Leigh UTC and Inspiration Academy

## Behaviour and Attitudes Policy

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# Sections

<b>1. Aims and Objective</b>	<b>4</b>
<b>2. Legislation and statutory requirements</b>	<b>5</b>
<b>3. Roles and Responsibilities</b>	<b>5</b>
3.1 Governing body	5
3.2 Senior Leadership Team (SLT)	5
3.3 Staff	6
3.4 Home school contract - <a href="#">Linked here</a>	6
3.5 Parents and Carers	6
3.6 Equality	7
<b>4. Rewards</b>	<b>7</b>
4.1 Purpose	7
4.2 Implementation	7
<b>5. Behaviour in and out of Lessons</b>	<b>7</b>
5.1 Behaviour in the classroom	8
5.2 Professional interactions and removal from lessons	9
5.3 Behaviour outside the classroom	10
5.4 Outside the Academy Gates - Behaviour in the school community	11
<b>6. Consequence System</b>	<b>12</b>
6.1 Consequence System Overview (Secondary - Years 7-13)	12
6.2 Chromebook Use Consequences	13
6.3 Academic Integrity Consequences	13
6.4 Serious Incidents	13
6.5 Child on Child Abuse	14
6.6 Banned Items	15
6.7 Searching and Screen Procedures for Contraband	15
<b>7. Behaviour Interventions</b>	<b>16</b>
7.1 Detentions	16
7.2 The Refocus Room	17
7.3 The Realignment Room	19
7.4 Alternative provisions	19
7.5 Governors Disciplinary Panel	20
<b>8. Fixed Term and Permanent Exclusions</b>	<b>20</b>
8.1 Fixed-Term Suspension	20
8.2 Permanent exclusion	21
<b>9. Early Interventions</b>	<b>21</b>
9.1 Reintegration meetings	22
9.2 Emotional support	22

9.3 Mentoring	22
9.4 In-School Review Meetings	22
9.5 Behaviour contracts	22
9.6 Student Support Plan	23
<b>10. De-escalation Strategies and Reasonable Force</b>	<b>23</b>
10.1 De-escalation Strategies	23
10.2 Reasonable Force	23
10.3 Dealing with malicious allegations (see LAT policy)	24

## 1. Aims and objective

This policy has been designed to act as a framework for both students and staff at The Leigh UTC and Inspiration Academy in the establishment of a calm, safe, supportive environment, where learning can take place free of disruption. We want to promote professional habits in our community that lead to successful 21st century STEM professionals. We know that disruptive behaviour in lessons negatively impacts the life chances of our children and believe that every child deserves to learn in a disruption-free environment. This means that every child is able to learn and focus 100% of the time, and all teachers are able to teach 100% of the time. Reframing desired behaviours as habits toward the realisation of aspirational goals - not rules to be followed - is a powerful mind shift.

This environment will enable all of our students to not only achieve to the best of their abilities, but excel in all that they do and prepare for lifelong success as STEM professionals. We are unapologetic about our culture of no-excuses for poor behaviour and our binary (right or wrong) approach to behaviour in the school community. We are committed to ensuring that our entire community is disruption-free.

We expect our students to work hard, be well disciplined and take pride in all that they do. Cooperation and trust between parents/carers, students and the Academy is the best method of dealing with any problems which may arise, coupled with a good pastoral care system where early intervention is the key to success. We see parents as our partners and work closely with families to secure the best possible outcomes for their children. Learning flourishes in a well ordered, respectful and disciplined environment and our behaviour policy creates the conditions for outstanding learning, progress and achievement. Good behaviour is taught and reinforced, poor behaviour is not tolerated. Our behaviour policy is underpinned by [our three core values](#) of Respect, Relationships and Responsibility.

We ask parents/carers and students to commit to our [home-school agreement](#) so that they know what we expect of their child. By working in partnership we can jointly ensure that each child makes progress every day.

### Communication of the Policy

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff training - all staff are trained in the implementation of the policy in a consistent and fair manner. There are refresher sessions to ensure that the message remains the same and that standards are maintained.
- Personal Development time/PSHE – Students are communicated with regarding Traditional British Values, high expectations within and outside of the Academy and their responsibilities in this regard.
- Assemblies – are used as an opportunity to reinforce high expectations of behaviour and conduct. Assemblies are also used to address any particular issues that may arise within the academy.
- Home-school contract is signed by all students and parents before they join the academy and reinforces the expectations of the academy.
- Reintegration Meetings - after a Suspension the Behaviour policy and any student specific interventions or adjustments are discussed with the student and parents, as well as agreed targets.
- Modular magazines – are used by the Principal to celebrate students' work and achievement both within and outside of the academy, as well as communicate any items that need to be brought to the attention of parents and carers

## 2. Legislation and statutory requirements

Our academy behaviour policy is written in line with the following areas of legislation and guidance from the Department for Education (DfE) and explains the powers members of staff have to sanction students. The policy will be reviewed yearly.

- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Behaviour and discipline in schools Guidance August 2024
- Searching, screening and confiscation at school January 2022
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Use of reasonable force in schools July 2013
- Keeping children safe in education September 2024
- Exclusion from maintained schools, academies and student referral units in England August 2024
- Supporting students with medical conditions at school
- Special education needs and disability (SEND) code of practice 2015
- Leigh Academies Trust exclusion policy

DfE guidance explains that academies should publish their behaviour policy online. All Academies are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

## 3. Roles and Responsibilities

### 3.1 Governing body

The Governing Board is responsible for monitoring this behaviour and attitudes policy, its effectiveness and holding the Principal to account for its implementation. Through monitoring visits they will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

### 3.2 Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) are responsible for ensuring a strong behaviour and attitudes policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. They will ensure that the school 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 SLT will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. The SLT will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### 3.3 Staff

All Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

Staff are responsible for:

- Implementing the behaviour policy consistently, without bias and in a professional manner
- Modelling positive behaviour and build relationships at all times
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents accurately and in a timely fashion
- Following up incidents every time, retain ownership and engage in reflective dialogue with students
- Always challenging students who are not behaving in a way that embodies our core values
- Attending duties on time and engaging positively with students. For known absences, staff must arrange for their duty to be covered by a colleague.

All staff will equally ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Staff will also ensure that they adhere to the following principles when managing students:

- Uphold the value of unconditional positive regards for all students at all times
- Ensure a safe working environment
- Speak calmly and with respect
- Listen to students and ensure their voice is heard
- Have students' individual needs planned for, using Support plans where appropriate.

### 3.4 Home school Contract - Linked [here](#)

### 3.5 Parents and Carers

Parents and carers can access the Academy's policies through the Academy website, or via information given in newsletters and the prospectus and are expected to work in partnership with the Academy to maintain high standards of behaviour and attendance.

The Academy expects that Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy by:

- Ensuring their child leaves for school each morning with the correct uniform, all equipment and a fully charged chromebook.
- Ensuring that students are completing independent study tasks and homework to the best of their ability and in a manner compliant with the Academic Integrity Policy.
- Attending parents' evenings and information evenings to understand how their child's behaviour and attitudes are contributing to their learning.
- Engaging with 'My Child At School' (MCAS) app to monitor their child's behaviour and attitudes.
- Supporting the Academy's sanctions when applied, helping their child reflect on their actions.
- Taking responsibility for their child's attendance and punctuality. Understanding that regular attendance and punctuality are an important facet of Academy discipline. Parents have the primary responsibility to ensure their children attend school. Students who do not attend without authorisation put themselves at risk and truancy is often a major indicator of disaffection or other problems. We treat

unauthorised absence very seriously and we are particularly concerned about the rare incidents of parentally condoned absence.

### **3.6 Equality**

The Academy policy on behaviour / rewards and consequences - takes full account of the new duties under the 2010 Equality Act. Trust academies make reasonable, appropriate and flexible adjustments for students with a disability, including any Mental Health difficulties. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

Students who have an Educational Health Care Plan (EHCP) or an identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for appropriate individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings.

Staff must refer to the student Support plans on Bromcom for further information and strategies where required. Some students may need an amended approach in order to break down their individual barrier to learning and understanding. Further guidance should be sought from the SEND Team or SENDCo.

## **4. Rewards**

### **4.1 Purpose**

Positive motivation lies at the heart of effective education and our system at the Academy is designed to recognise and celebrate effort, achievement and success at all times. The key themes from each attribute in the IB Learner Profile underpin the rewards and consequence policies and opportunities to enable students to be successful in all aspects of these will be embedded seamlessly throughout The Leigh UTC and Inspiration Academy community life. The purpose of this is:

- To motivate and encourage students.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals, year groups and Colleges.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

### **4.2 Implementation**

[Rewards policy](#)

## **5. Behaviour in and out of Lesson**

### **5.1 Behaviour in Lesson**

Lessons are 65 minutes long and students will be expected to display the Leigh UTC Professional habits at all times, failure to do so will result in appropriate consequences in line with the Academy Behaviour and Attitudes Policy. Students can expect the same structure in every lesson across the Academy lessons.

We expect the below from all of our students:

### **Leigh UTC Professional Habits**

- **Habits of attention (PENS)**
  - Pens and Screens down,
  - Eyes on the speaker,
  - No Talking
  - Sit Up
- **Come prepared for the start of the lesson with all required material** Equipment must include:
  - 2 Black pens
  - 2 Blue pens
  - A Pencil
  - A Ruler
  - A Calculator
  - A charged Chromebook
- **Complete work that meets the stated expectations of the teacher.** Teachers will determine what is expected at the start of any task, making reasonable adjustments where necessary.
- **Follow teacher directions right away, throughout the lesson.** This is a professional requirement in any workplace which is why we expect the same.
- **Refrain from side conversations, calling out, or otherwise distracting from the lesson.** This is because our attention to our learning greatly impacts the amount that we retain
- **Use quiet voices, respectful tone, and appropriate language in and out of class**
- **Follow the dress code throughout the entire day.** Students are expected to go to their lessons in their blazers and can ask to remove them once inside. All other parts of the dress code remain throughout the day. Please see 'Dress Code for Students' policy for full details.

### **Start of lesson routine - ENTRY HABITS**

- Enter calmly, greeting the teacher at the door, sit according to the teacher's seating plan, and organise equipment (listed above) on the desk.
- Write the date and title then begin the Do-Now & Review activity using your Chromebook.
- Sit silently whilst the register is taken, completing Do-Now & Review activity using your Chromebook.

### **Learning Time**

- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Answer and speak only when directed
- Use the Habits of attention (PENS)
  - Pens and Screens down,

- Eyes on the speaker
- No Talking
- Sit Up
- Work exceptionally hard without disrupting the learning of any other student.
- Respond positively to all instructions and feedback.

### **End of lesson routine (5 mins prior to the end of the lesson)**

- Clear workstations quietly and stand behind chairs waiting in silence to be dismissed.
- Ensure that standards of dress are met
- A moment of reflection/appreciation will follow, for example the teacher might thank a student for their approach to problem solving during the lesson and the leading learner award will be awarded
- The teacher will dismiss students a few students at a time.

## **5.2 Professional interactions and removal from lessons**

All students at The Leigh UTC and Inspiration Academy recognise the authority of teachers and do not argue back. Any instances of arguing back will result in teachers moving to the next stage of the behaviour policy.

In lessons, students are given opportunities to correct their behaviour using clear communication.

If a student exhibits behaviour which is not in line with the expectations outlined in 5.1, students will be reminded of the expectations within the lesson. A common language will be used to ensure that students have clarity. For example “Can I just remind you that we don’t call out in lessons at the UTC” or “This is a reminder,..”

If the same behaviour is repeated again the student will be alerted to the expectations within the lesson. On this occasion the following terminology will be “Can I just alert you to the fact that we do not call out in lessons at the UTC, continuing to do so will result in removal.” or “This is an alert...”

Repeating the same thing after an alert will result in a removal from the lesson. Removals from lessons should be used for situations which impact others' learning. Examples of why removals can occur (this is not an exhaustive list):

- not doing your work when requested,
- rudeness,
- refusal to follow instructions,
- defiance
- talking at inappropriate times
- disruption
- throwing
- chewing/eating/drinking (not including water)
- Disengaging entirely from the learning process, eg. putting your head on the desk

Parents will be contacted via email to communicate that a removal from lesson has happened. Parents are encouraged to use MyChildAtSchool to find out more details about an incident and can contact the class teacher should they need further clarification.

### 5.3 Behaviour outside of lessons

All students are expected to take responsibility for their actions and their choices at all times. Please note the table below outlining our expectations outside of lessons.

	Students	Teachers	Parents
<b>Travelling to and from the Academy</b>	<ul style="list-style-type: none"> <li>• Represent the academy with pride</li> <li>• Wear the correct school uniform.</li> <li>• Speak politely and give way to members of the public.</li> <li>• No loitering in groups in the local community.</li> <li>• Not engage in illegal or illicit activity - including littering.</li> <li>• Report any issues to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Following dismissal staff will walk to designated areas to ensure a purposeful end to the day.</li> <li>• Staff will walk around the local area to ensure students have left appropriately.</li> <li>• Follow up on any reported issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear times for students to return home</li> <li>• Support attendance and punctuality by ensuring students are awake and ready to attend the Academy fully equipped and on time.</li> <li>• Send students back to the Academy who have not attended detention</li> </ul>
Break and Lunch	<ul style="list-style-type: none"> <li>• Act safely and in accordance with the academy expectation</li> <li>• Eat when sat down in designated areas</li> <li>• Remain seated in the restaurant</li> <li>• Dispose of all rubbish</li> <li>• Tuck chairs/benches in.</li> <li>• Look after their school environment.</li> <li>• Speak with 'quiet voices'</li> <li>• Not consume energy drinks, fizzy drinks or oversized/share packets of confectionary</li> <li>• Do not use their devices</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively monitor students' behaviour in the canteen, corridors and social spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Provide healthy snacks and refrain from allowing sugary sweets.</li> <li>• Ask students what they ate at break and lunch</li> <li>• Ensure Parent Pay is topped up where appropriate.</li> </ul>
During transitions	<ul style="list-style-type: none"> <li>• Go the quickest way possible to lessons.</li> <li>• Walk using the one-way system left with pace and purpose</li> <li>• Line up, facing forwards along the wall ready to enter the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Greet and dismiss students at the door.</li> <li>• Record any lateness.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask their child if they were on time to every lesson.</li> </ul>

Please note the above is not completely exhaustive. We ask that parents speak to all of their children, each day, about every aspect of their school day.

During transitions between lessons (going from one lesson to another), including before and after breaks, students will act appropriately; that means no pushing, shoving, running through the corridors or loitering in corridors. To avoid congestion, we say to all students.

It is essential that all students move quickly to lessons to ensure they arrive promptly and avoid any consequences.

During social times students are expected to do the following:

- To engage with their friends before school, break, lunch and after school in the designated duty areas of the school.
- Food is to be eaten in the designated area. Food and drink should not be consumed whilst moving around the academy.
- If students are inside at break times they must be either sat down or transitioning to a seated area to sit.

#### **5.4 Outside the Academy gates - Behaviour in the school community**

The Leigh UTC and Inspiration Academy will be a beacon of excellence in the local community. Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school. We expect the very best of behaviour and conduct.

Students are expected:

- To arrive at school and leave school in full uniform.
- To use the traffic lights crossings to cross the road safely.
- Not to loiter at the local shops or park.
- If they do not live in the local area to return home immediately at the end of the day
- To take any litter home and dispose of it properly.
- To respect our neighbours and all local residents.

If students' behaviour is not of the expected standard, the Academy, by law, is allowed to impose sanctions upon students in response to non-criminal poor behaviour which is witnessed by a member of staff or is reported to the Academy. There may also be times when students will need to be challenged on their behaviour when not representing the Academy, this will include their general behaviour in the local community.

This includes any misbehaviour when the student is:

- Taking part in any academy organised or academy related activity
- Travelling to or from the academy, including on public transport
- Wearing academy uniform, in whole or part
- In some other way is identifiable as a student at the academy or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the academy
  - Pose a threat to another student or member of the public
  - Behaviour against other people, which is related to their involvement within the Academy eg. Bullying/including Cyber Bullying of another student outside of Academy hours
  - Could adversely affect the reputation of the academy

The academy will set appropriate sanctions based on an individual basis, according to the nature of the incident. Students represent the academy when travelling to and from the academy.

## 6. Consequences

### 6.1 Consequence Overview - Years 7-13

***Consequences are used as part of the strategy to educate our community about considerate and professional behaviour. The academy may use one or more of the following sanctions in response to unacceptable behaviour:***

- Informal reprimand
- Formal reprimand (recorded as a negative point in Bromcom)
- Making good the missed work
- Detention at break or lunchtime, or after school
- Restorative justice
- Relocation - removal from the lesson to work under supervision elsewhere (usually in the refocus room). Where this has been deemed necessary the student will serve a 20 minute after school detention.
- Letters or phone calls home to parents
- Being placed on report
- Setting improvement targets
- Placement in the Realignment Room
- Behavioural contract
- Referring the student to a senior member of staff
- Use of off-site intervention provision (such as NWKAP)
- Placement in the Isolation Room at another school
- Implement a Pastoral Support Plan
- Managed move to a local school
- Use of suspension
- Use of permanent exclusion

#### ***Vandalism or damage to Academy property***

*Where vandalism or damage to Academy property is found to have taken place the Academy will investigate the circumstances fully. If the damage is deemed wilful the Academy will provide written notification to the parents/careers requesting that the Academy property be restored or replaced in accordance with the actual damage as determined by the Principal.*

## 6.2 Chromebook Use Consequences

The Academy 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home. All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the [LAT Chromebook Loan Agreement](#), as well as the [acceptable use policy](#). Failure to abide by these will result in the following sanctions:

When a student misuses their Chromebook this will lead to an action taken by the school this may include a sanction or a period of education.

Misbehaviour or misuse of the Chromebook may include but not limited to:

- Distraction within the classroom
- Not bringing chrome book to the Academy
- Accessing inappropriate sites including social media, chat rooms or gaming sites
- Anti-social online behaviour: harassment, intimidation or bullying via chromebooks will be dealt with in line with the Academy behaviour policy.
- Graffiti / Personalisation of chromebook
- Purposeful physical damage to Chromebook e.g removing keys

## 6.3 Academic Integrity

The Academy's [Academic Integrity Policy](#) clearly outlines expectations in relation to how students are expected to approach their work with integrity and honesty and with a strong sense of fairness and justice. With regards to Academic Integrity, academic misconduct is defined as any 'behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage'. Academic misconduct will be unacceptable at all times at The Leigh UTC and Inspiration Academy; any instances of this will be addressed with the relevant Director of Learning and the IB/MYP Coordinator and sanctions will be issued.

## 6.4 Serious Incidents

Senior staff will investigate any serious incidents and respond in line with the policy governing behaviour and suspensions. Serious incidents are likely to result in either 60-minute detentions, the Realignment Room, alternative provision at another Academy or suspension, depending on the context and nature of the event. The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion in line with the code of conduct and behaviour policies.

<ul style="list-style-type: none"><li>● Aggression or violence used towards a member of staff</li><li>● Use of mobile phone and refusal to hand over</li><li>● Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substance</li><li>● Bullying or other harmful behaviour(including cyberbullying, prejudice-based and discriminatory bullying)</li><li>● Bringing 'outsiders' onto Academy property in order to threaten or create conflict</li><li>● Sexually inappropriate behaviour</li><li>● Threatening others – physical or verbal</li></ul>	<ul style="list-style-type: none"><li>● Disobedience or serious disrespect to an adult</li><li>● Repeated breaches of the Academy behaviour policy/repeated incidents of disruptive behaviour</li><li>● Truancy / Out of bounds</li><li>● Possessing stolen property</li><li>● Tampering with fire alarms or extinguishers</li><li>● Refusal to be searched</li><li>● Cheating in a test or examination</li><li>● Smoking / Alcohol / Drug Use</li><li>● Any one-off serious breach of health and safety that could cause serious harm to others in the community can result in an immediate exclusion,</li><li>● Vandalism - including outside Academy grounds (if vandalism is found to be willful parents / carers</li></ul>
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<ul style="list-style-type: none"> <li>● Intimidating verbal or physical behaviour towards a member of our community</li> <li>● Involved in inciting or instigating of conflict</li> <li>● Destruction of another person's/school property</li> </ul>	<p>will be expected to restore or replace the damaged property)</p> <ul style="list-style-type: none"> <li>● Stealing</li> <li>● Dangerous behaviour</li> </ul>
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If an incident that is deemed to be more serious in nature occurs, staff should follow the Incident Reporting Procedure (Incident Forms). Patrol should be called if necessary. Statements should be presented to the Principal if a suspension or Permanent Exclusion is being considered.

## 6.5 Child on Child Abuse

The Academy will take extremely seriously any allegations of child on child abuse, whilst a number of child on child abuse examples are included in the serious incidents behaviours table above, below are the examples of concerns that should be reported immediately to the safeguarding team.

- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence
- (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online
- sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## 6.6 Banned Items

The following items are banned from the academy, either on their person (e.g must be located in bags at all times) or banned from the premises and on school visits. Confiscated items can only be collected by parents/carers, at the end of an Academy day. The Academy accepts no responsibility for personal electronic devices that are brought to the Academy and takes no responsibility to investigate their misplacement, loss or theft. If a phone is confiscated the Academy takes no responsibility for loss, theft or damage to the item.

The following items are banned from Academy's premises and on school visits:

<ul style="list-style-type: none"> <li>● Hooded Sweatshirts</li> <li>● Chewing gum</li> <li>● Fidget Spinners</li> <li>● Any smoking materials including Electronic cigarettes / Vapes</li> <li>● Lighters and matches</li> <li>● Stink bombs, water bombs and snap devices</li> </ul>	<ul style="list-style-type: none"> <li>● Mobile phones must not be used on site (we understand that students might need to bring them so that they can access before/after school)</li> <li>● Energy/Fizzy Drinks</li> <li>● Large bags of sweets</li> <li>● Aerosols – perfume spray or flammable liquids</li> </ul>	<ul style="list-style-type: none"> <li>● Weapons – including knives, BB guns /laser pens or any object that could be used with the capability of harming another person/water pistol</li> <li>● Stolen items</li> <li>● Pornographic images</li> <li>● Alcohol and/or Drugs</li> <li>● Fireworks</li> </ul>
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<ul style="list-style-type: none"> <li>• Nail varnish – including acrylic nails</li> </ul>	<ul style="list-style-type: none"> <li>• Jewellery /Sunglasses</li> </ul>	<ul style="list-style-type: none"> <li>• Make up</li> </ul>
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Bringing these items onto the academy premises will result in immediate confiscation and will lead to an appropriate sanction, depending on the nature of the item and attitude of the student.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

All confiscated items will be placed in an envelope with the student's name on and placed in the relevant College area /or reception. Parents are expected to collect the device or item from Reception after the end of the Academy day, they will not be returned to students.

## 6.7 Searching and Screen Procedures for Contraband

The Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item. The Academy can confiscate any items found during a search that they consider harmful or detrimental to the school environment. Students who refuse searching may be refused entry onto the Academy site. For additional advice and guidance, refer to our [Searching and Screening Procedure](#).

In order to deter students from bringing contraband items onto the school site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the student is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, students are asked to remove their blazers and both blazer pockets and bags are searched.

## 7. Behaviour Interventions

At the Leigh UTC and Inspiration Academy we strive to keep Learning and Achievement on track through a disruption free model. Intervention will occur as soon as it is clear that a student may be struggling or failing to perform as expected.

Below indicates the strategies used to intervene when a student is not meeting our high expectations:

Behaviour Intervention	Description
<b>Professional Habits Report</b>	A student will be monitored on report for repeated poor behaviours. Reports are based on total behaviour points.
<b>Detention</b>	A student is kept for a period of time outside of lesson time.
<b>Refocus Room</b>	A room that allows students to reflect and work independently with the aim of returning to the 'correct path' of learning. This usually lasts for the remainder of a lesson, but will be extended if a student has not managed to demonstrate a readiness to return to lessons in that time. This will begin within 5 minutes of the incident. The Refocus Room is a silent working area.
<b>Realignment Room</b>	A space for students whose behaviour has either repeatedly fallen below expectation (multiple use of The Refocus Room in a module), or is a serious breach of the Academy policy. Students would spend at least 1 full day in the Realignment Room so that behaviour and social support can be provided.
<b>Behaviour intervention</b>	Examples: Strengthening Minds, Youth Worker, ELSA, Communication of need to teaching staff, internal support programmes such as oppositional defiance, anger management, self-esteem, life-coaching (among others)
<b>Respite Provision</b>	Use of a behaviour unit at a school within our Trust or local authority. Respite usually lasts 12 weeks when at a specialist behaviour centre but can be longer or shorter depending on need.
<b>Fixed Term Suspension</b>	A suspension means a student is temporarily prohibited from going to regular classes and/or school.
<b>Managed Move/Transfer</b>	A formal agreement between a student, their parents or carers and two schools. It allows a child to have a trial transfer to another school. The trial period normally lasts between 12 weeks but can be failed anytime within that for poor behaviour, poor attendance or serious incidents.
<b>Governor's Behaviour Panel</b>	A governing body panel will meet with parents and their child if their behaviour continues to cause concern and the student is subject to repeat exclusions.
<b>Alternative Provision</b>	For a student in KS4 continuous failure to meet the expectations of the Academy is likely to result in completing GCSEs at a local student referral unit
<b>Permanent Exclusion</b>	A permanent exclusion is the most serious sanction the school can give. It is used by schools as a last resort but means that the excluded student can no longer attend the school

## 7.1 Detentions

Teachers have a power to issue detention to students and these are used as a consequence for behaviours as outlined in this policy, this includes the setting of detentions outside of Academy hours.

Please note that detentions are **NOT negotiable**. As per the DfE guidance parental consent is not required for detentions, and the academy has no obligation to notify parents and/or carers, but the Academy will attempt to send a text message/email to parents in advance. The academy reserves the right to extend detentions/reset detentions/issue community service as a sanction. Detentions may be set on the same day. Academy staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

Most detentions are conducted centrally using a rota, normally by a member of SLT. Failure to attend a 20-minute detention or poor behaviour in a 20-minute detention will result in an escalation to a 40-minute detention the following day. Failure to attend a 40-minute detention or poor behaviour in a 40-minute detention will result in an escalation to a 60-minute detention the following day. Failure to attend a 60-minute detention or poor behaviour in a 60-minute detention will result in an escalation to a day served in our Realignment room. (see 7.3 The Realignment Room).

Subject related detentions, for example, for incomplete or partially complete homework, will be conducted within subject areas on their allocated evening. During any detention students are encouraged to complete any homework or additional classwork on Google Classroom, therefore supporting them to establish a positive routine that can be maintained outside of the detention.

***Non-completion of Home Learning/completed to a poor standard - The homework is expected to be completed to an acceptable standard and handed in on time.***

*If Homework is not completed, handed in on time or is not completed to an acceptable standard which includes the presentation of the homework, students will attend the subject support session after school on that subject's allocated day. If the homework has been completed to an acceptable standard prior to the support session, attendance may be deemed not necessary by the teacher/DOL, as long as completion of the outstanding homework has been shared by the student with the teacher/DOL. If a student does not attend the support session and does not complete the homework, then further consequences will apply.*

If a student is absent on the day of a detention, upon their first day of return they will be expected to attend the detention set.

## 7.2 The Refocus Room (*Getting students back on the right path*).

A student may be referred to the Refocus room, an out of lesson provision away from their peers until a set period's worth of work has been completed. This will prevent individual students from disrupting the learning of others, and therefore harming their chances of achieving to the best of their abilities and excelling in all that they do.

If a student has been 'removed' then the teacher will add a negative point in Bromcom outlining what has happened leading to that student's removal. This will lead to staff in the Refocus room to be alerted and they will request the member of staff on patrol that they require collection. We will endeavour to collect students within 5 minutes and escort them to the Refocus room. Failure or refusal to go to the Refocus room will result in one day in the Realignment Room or fixed term suspension.

Referral to Refocus Room will happen if:

Event	Description
<b>Self Exit</b>	Students remove themselves from the lesson either because they have been disciplined or they make the decision to leave for no obvious reason.
<b>Truancy</b>	Students are not attending lessons without good reason.
<b>Removal from Class</b>	A third occurrence of behaviour that stops the flow of a lesson or a serious breach, students will have had a reminder and an alert prior to this

There are a number of things that will happen once a student has been sent to the Refocus room.

- If a student refuses the Refocus Room or is late to the room they will be directed to the Realignment Room for a period of at least the rest of the day.
- They will spend a minimum of the remainder of the period in the Refocus following a removal,
- Anyone who is removed from class will have a 20-minute detention
- In the Refocus room students work in silence using their Chromebooks and Google Classroom to access work. Students must complete a minimum amount of work (determined by the member of staff in the room) during the lesson in order to be successful and return to mainstream learning.
- They work silently, with their work checked regularly by a member of staff, and are taken out intermittently for interventions and discussions relating to their behaviour.
- Prior to returning to the specific lesson where they were removed, they speak to the member of staff(s) whose lesson they disrupted, in order to cement the culture of reflection, and provide them the tools needed to be successful in the next lesson.

### 7.3 The Realignment Room

Occasionally, we will use our Realignment Room as an alternative to fixed term suspension where we deem a student's behaviour to be damaging to the promise we have made of disruption free learning for all in the academy. We will make this decision as per the **DfE guidance** linked below, *'It is for individual schools to decide how long a student should be kept in seclusion or isolation, and for the staff member in charge to determine what students may and may not do during the time they are there'*

This sanction is used to isolate students from their lessons for a period of at least one day. A referral should be made to the year group year group SSM and a member of the Senior Leadership Team. Students report to the realignment room at the start of the day (08:30) and remain until 15:30 on a Monday, Tuesday, Thursday, Friday and until 14:30 on a Wednesday. .

Wherever we use the Realignment Room we will:

- Inform parents
- Track students who are repeatedly referred.
- Provide support in meeting the expectations of the school.
- Provide clear expectations and boundaries on what to do whilst in the Realignment Room.
- Provide time to eat, and use the toilet, whilst in the Realignment Room.
- Provide work that is broadly in line with the curriculum being studied in lessons.

On their first day in the Realignment Room, students will give their phone in on arrival then complete curriculum, reflection and supportive learning activities. For subsequent days they will complete academic work. Break and lunch are taken in the Realignment Room at different times to the rest of the academy. Students need to follow the expectations of the Academy within the Realignment Room. Failure to meet targets in the Realignment Room will result in additional time to be spent in the room, or for more serious breaches, will result in an alternative provision in another Academy or a suspension from the Academy. Refusing to attend The Realignment Room will result in a student being Suspended from school.

Parents have a responsibility to prepare their child for a day in the Realignment Room. Failure to do so could cause a student to fail to meet the targets of the room and consequently serve consequences outlined above.

### 7.4 Alternative Provision.

We will utilise Alternative Provision where it is in the best interests of the child, or in order to improve their behaviour. As per DfE guidance, the academy can arrange off site provision, for similar reasons (the improvement of a child's behaviour) This is laid out in section 29A of the Education Act 2002, introduced by the Education and Skills Act 2008. We will utilise alternative provision that has been recommended by the local authority, or at another school within the academy trust or local authority. Whenever a student is directed to alternative provision we will:

- Carry out safeguarding checks on the provision.
- Visit the provision
- Inform parents
- Agree transport arrangements.
- Liaise daily for attendance updates.
- Carry out a return to school meeting.
- Provide support on the return to school.

## **7.5 Governor's behaviour panel meeting**

A governing body panel will meet with parents and their child if their behaviour continues to cause concern and the student is subject to repeat suspensions. The purpose of this panel is to allow external appraisal of the behaviour of the student, the actions of the academy to support the student and to propose further support to prevent suspensions.

## **8. Fixed-Term Suspensions and Permanent Exclusions**

### **8.1 Fixed-Term Suspension**

At The Leigh UTC and Inspiration Academy we believe that learning is the most important reason for being in school and that opportunity to learn must be protected at all times. A suspension from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. Reasonable adjustments are considered before a Child In Care or a child with an EHCP receives an exclusion. The DSL / Designated Teacher are consulted and their advice sought before a decision is taken.

Fixed-term suspension means that the student is kept at home for one or more days. Suspended students will receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term suspension (or time in the Realignment Room, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- A. Continued/Serious disruptive behaviour including refusal to follow instructions
- B. Threatening or confrontational behaviour towards another member of the community - Fighting/assault towards another member of the community
- C. Aggressive derogatory and/or discriminatory insults/speech towards another member of the community likely to cause emotional harm including sexting and the use of social media
- D. Disruptive behaviour whilst in the Realignment Room in the academy
- E. Racial/sexual/homophobic harassment
- F. Bullying
- G. Theft
- H. Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
- I. Smoking on academy site or in academy uniform
- J. Graffiti or property damage
- K. Persistent refusal to obey rules
- L. Leaving the academy without permission
- M. Behaviour likely to bring the Academy into disrepute

Upon return from a fixed term suspension – parents must attend a reintegration meeting before the student returns to the classroom. A parent's failure to attend a reintegration meeting will not support their child in ensuring that they understand the severity of their actions and the changes they need to make to ensure there is not a repeat. Students returning to the Academy following suspension are likely to spend a minimum of one day in the Realignment Room to support reintegration back into routine and expectations.

## 8.2 Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or persistent actions over time, as described in this policy.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

These might include:

- A. Serious actual or threatened violence against another student or a member of staff
- B. Sexual abuse or assault
- C. Supplying an illegal drug
- D. Carrying a weapon
- E. Arson
- F. Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

The Academy has a zero-tolerance policy with respect to illegal substances. This applies in the Academy, while on the journey to or from the Academy or while involved in any Academy activity.

The Academy will consider police involvement and other agencies for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline of the academy and the well-being of its students and staff.

## 9. Early Interventions

The Academy is committed to providing early intervention to support student's behaviour. We aim to provide interventions that support students to improve their behaviour. We also recognise that poor behaviour may be a result of other needs or circumstances and we aim to address these as soon as they are identified. Interventions that Academies will use to manage and support behaviour include;

<ul style="list-style-type: none"><li>● Form tutor/Director of Pastoral/Department report- Students will be placed upon the appropriate report to support their behaviour. Parents and carers will be expected to engage with the academy at the relevant stages</li><li>● Phone calls home</li><li>● Student behaviour tracking</li><li>● Timetable changes</li><li>● Referral to Outside agencies</li><li>● SEN screening</li><li>● Attendance intervention</li></ul>	<ul style="list-style-type: none"><li>● Discussions at In-school Review Meetings</li><li>● Educational Psychologist Referral (Via In-school Review)</li><li>● Mentoring</li><li>● Offsite alternative provisional referral</li><li>● Student Behaviour Contract</li><li>● Parental Contract</li><li>● Early Help Referral</li><li>● Emotional Interventions</li><li>● Check for academic reasons why a student is struggling to access the Curriculum, for example, checking reading age</li></ul>
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## **9.1 Reintegration meetings**

These meetings are held upon the return of a student from suspension or a period in the Realignment Room. The reintegration meeting is an opportunity for a representative of the Academy, the student and the family can discuss the reasons for the sanction and discuss ways forward to prevent any form of re-offending. Following a suspension, the meeting will be conducted in the presence of a member of the Senior Leadership team to illustrate the severity of the meeting. At the meeting the student is asked to reflect upon their actions and all parties consider what further interventions are needed to support the student, this may include referrals to external agencies.

## **9.2 Emotional Support**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. As a result, the Academy follows a tiered model approach. The academy will refer to external mental health workers to support students who present with extreme behaviours or have experienced severe trauma of some kind. We are not responsible for waiting lists for these services.

## **9.3 Mentoring**

The academy recognises the importance of outstanding working relationships between students and staff in ensuring outstanding behaviour. The academy also recognises that understanding a student's individual needs and circumstances, as well as an investment in time in understanding them will support any behaviour difficulties they may have. Mentoring provides a structured approach to working with students who present with challenging behaviour, providing the opportunity to talk to and be supported by a key worker. Students who display challenging and difficult behaviour are supported by the student services and/or inclusion team. This team support students to ensure academic achievement, as well as allowing students to develop resilience, raise self-esteem and enhance collaborative working skills, whilst nurturing individual vulnerabilities.

## **9.4 In-School Review Meetings**

These meetings are the primary mechanism at which students' academic and pastoral needs are discussed and interventions initiated. A Key Stage 3 and Key Stage 4 meeting is held twice each module with both the SEND, student services and Safeguarding teams in attendance. A range of data is used to inform decisions and identify students who need any additional support.

## **9.5 Behaviour contracts**

Parents of students who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular student. For these students supportive work will be undertaken to support students transition back into lessons, behaviour systems rules and routines.

## 9.6 Student Support Plan

Student Support Plans are designed to support young people who are at risk of permanent exclusion or young people who are at risk of becoming disaffected through repeated fixed-term exclusions. The Support Plan is a school-based, young person centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the plan that enables close monitoring of the young person within the academy environment.

In drawing up the plan the school will, in discussion with others:

- Review any learning difficulties and put in place a programme of support where necessary.
- Consider changes to the teaching programme.
- Consider changes of sets or classes.
- Consider with agreement of the student's parents and LA a managed move to another school.
- Consider offering specialist support and therapy.
- Consider a placement for a period of time in Student Support.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

## 10. De-escalation Strategies and Reasonable Force

### 10.1 De-escalation Strategies

The Academy's highest priority is to ensure the safety and well-being of every member of the Academy. Where a situation may be developing, staff are encouraged to use de-escalation strategies to avert the need for physical intervention:

- Reassure by showing care, concern and desire to work with them to resolve the issue
- Communicate clearly expectations, directions and consequences
- Withdraw students giving them a safe, private space they can go to
- Negotiate with the student what needs to happen
- Distraction techniques
- Change the adult supporting the student

### 10.2 Reasonable Force

The Trust recognises that in certain circumstances, however, it might be necessary for staff to physically intervene or use reasonable force and have the legal power to do so, although it is not recommended. If reasonable force is to be used then it is always in the child's best interest and should be reasonable and proportionate.

Academy staff should not touch, move, hold, block (including preventing an exit from a situation) or contain a student.

The Education Act 1996 states that a member of staff may use such force as is reasonable in the

circumstances to prevent a student from doing (or continuing to do) any of the following:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the student himself or herself)
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the Academy or among any of its students, whether that behaviour occurs during a teaching session or otherwise

The Department of Education states the circumstances in which reasonable force might be necessary are, in general terms:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Deliberate vandalism by a student
- Where a student absconds from a class or tries to leave the Academy
- Persistent misbehaviour by a student which is seriously disrupting a lesson (the student may be refusing to leave the classroom)
- Preventing a student who is intent on leaving a safe location against advice/instruction
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts
- Where action is necessary in self defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a student is behaving in a way that is compromising good order and discipline.
- Appropriate staff have been trained in Team Teach and are authorised to use positive handling techniques if required within the Academy

### **10.3 Dealing with malicious allegations (see LAT policy)**

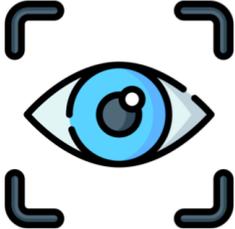
All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Medway safeguarding team where appropriate. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Principal about what further action may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have experienced unnecessary distress during the process.

Appendix A: Guidance for students helping them understand what goes attention looks like

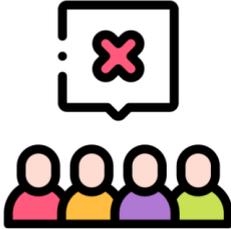
# HABITS OF ATTENTION "PENS"



**P**ENS &  
SCREENS DOWN



**E**YES ON THE  
SPEAKER



**N**o  
TALKING



**S**IT  
UP



Appendix B: Entry and Exit Habits to help students make positive transitions into and out of lessons

ENTRY HABITS	EXIT HABITS
 <p>Meet and Greet</p>	 <p>Leading Learner chosen</p>
 <p>Uniform Check</p>	 <p>Pack all equipment away</p>
 <p>Sit in allocated seat</p>	 <p>Stand behind chair</p>
 <p>Place all equipment on desk</p>	 <p>Uniform check</p>
 <p>Complete DO NOW in silence</p>	 <p>Dismissed in silence</p>



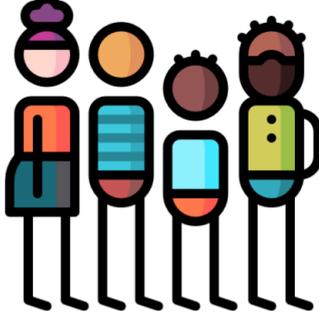
# CORRIDOR HABITS



**QUIET VOICES  
AROUND THE  
BUILDING**



**WALK  
PURPOSEFULLY  
AND SAFELY**



**SINGLE FILE  
LINEUP BEFORE  
ENTRY, ALONG  
THE WALL**



# DINING HABITS



**SIT DOWN WHILST  
EATING**



**SAY PLEASE AND  
THANK YOU**



**NO FOOD OR RUBBISH  
LEFT BEHIND**



**CALM AND ORDERLY  
BEHAVIOUR**



## Appendix E: Reminder, Alert and Removal



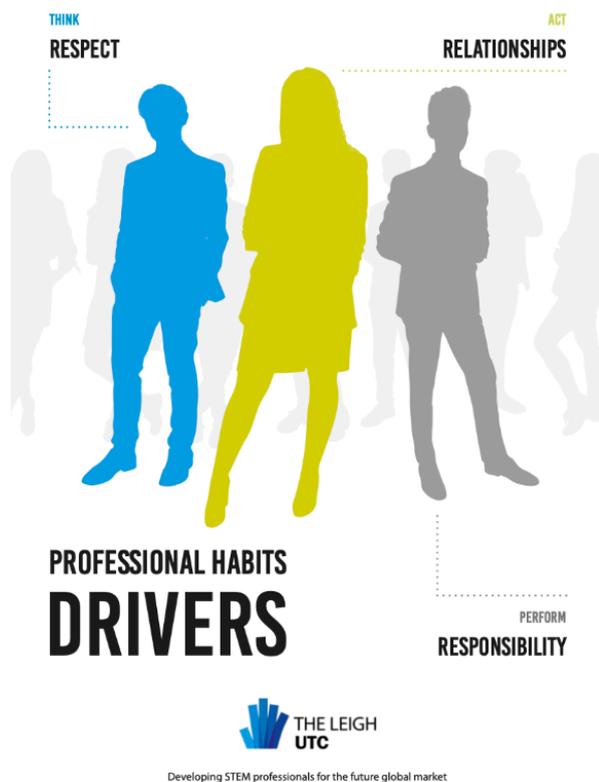
**REMINDER**

**ALERT**

**REMOVAL**



## Appendix F: Professional Habits



**THINK**  
**RESPECT**

**ACT**  
**RELATIONSHIPS**

**PERFORM**  
**RESPONSIBILITY**

**PROFESSIONAL HABITS**  
**DRIVERS**



## Appendix G: Respect

### Ourselves

- We respect ourselves by:
- Consistently wearing the correct uniform appropriately
  - Having an awareness of our own strengths and areas for development
  - Knowing and doing right from wrong

### Others

- We respect others by:
- Showing respect to everyone we meet including all members of staff, visitors and the wider community
  - Moving safely and purposefully round the school building
  - Keeping our hands to ourselves



### Learning

- We respect our learning by:
- Attending and being punctual to school every day
  - Following the Leigh UTC habits of attention
  - Creating and maintaining a disruption free environment for all students

### Environment

- We respect our environment by:
- Putting rubbish in the bin
  - Clearing away and working to create a tidy environment for all
  - No graffiti or destruction of property



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## Appendix H: Relationships

### Active listeners

- We actively listen by:
- Displaying habits of attention during lessons
  - Listen attentively to other people at all times both inside and outside the classroom
  - Responding, acknowledging and reflecting on what's being said

### Collaboration

- We actively collaborate by:
- Cooperating with others through supporting and challenging
  - Working for a common outcome
  - Giving and receiving feedback to enhance and improve



### Caring

- We show care to others by:
- Showing empathy and compassion to others and the environment
  - Respecting the needs and feelings of others
  - Using positive language

### Open-minded

- We are open-minded by:
- Understanding and appreciating different cultures and histories
  - Being open to the varying perspectives, values and traditions of others
  - Seeking and evaluating a range of points of view, and are willing to grow from the experience



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## Appendix I: Responsibility

**Perseverance**

We show perseverance by:

- Committing to making sustained progress in all subjects
- Arriving on time to school every day
- Consistently attending extra curricular activities

**Integrity**

We show integrity by:

- Accepting sanctions in line with school policy
- Attending homework catch up sessions
- Being honest and making ethical choices even when faced with difficult situations

**Reflective**

We show that we are reflective by:

- Apologising when our actions have hurt others
- Engage in restorative conversations
- Giving and receiving feedback

**Independence**

We show independence by:

- Completing all homework tasks
- Bringing all equipment to school including charged Chromebooks
- Bringing our PE kit when required

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## Appendix J: Chromebook Positions

# Chromebook Positions

Three positions for Chromebook use.

Read  
(Fold)

Open  
(Screen Open)

Closed  
(Screen Down)

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