



2025-26

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Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

- **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
- **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
- **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Policy Statement

At Leigh Stationers' Academy (LSA), we are committed to creating a safe, respectful, and inclusive environment that supports the learning, wellbeing, and personal development of every student and member of staff.

This policy incorporates our Home Academy Agreement, which sets out clear expectations for all stakeholders, particularly our students, and outlines the sanctions for failing to meet these standards. It also details how we recognise, celebrate, and promote positive behaviour.

Promoting positive behaviour and self-discipline is essential to effective learning. These qualities are also fundamental in preparing students to become principled, independent, and active contributors to their communities and to society. This approach reflects our academy vision of ensuring that no student is left behind and supports our values of Leadership, Scholarship, and Achievement - The LSA Way.

Key Contacts

Name	Role	Email Address
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Aims

The academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour we can develop good relationships throughout the academy, built on trust and respect, and that through the use of this policy we can support all students in developing a high level of resilience and social awareness. Our aim is to ensure that all our students, regardless of race, gender, sexuality, perceived ability, age, appearance or disability, are equipped with the key skills they need to continue to progress to the best of their ability in all areas of life.

Roles & Responsibilities

Staff

It is the responsibility of all staff to familiarise themselves and comply with this policy. The academy understands that the first step to modelling good behaviour is to lead by example and, therefore, all members of staff must act responsibly and professionally. We strive to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and applied fairly, proportionately, and without discrimination, considering SEND (special educational needs and disabilities) as well as the additional challenges that some vulnerable students may face.

Staff are trained to manage behaviour as part of their ongoing professional development and are well-informed about the extent of their disciplinary authority. Where appropriate, the academy may use reasonable adjustments when managing the behaviour of students with SEND or those who are vulnerable.

Our college model enables us to work effectively with parents and carers to understand their children and their behaviour, encouraging parents to communicate with the academy if they have concerns about their child's behaviour. We promote good behaviour and will regularly report, in line with the Assessment, Reporting & Recording Policy, student attendance, merits,

and negative logs at regular intervals throughout the year. Parents can also access live information through the My Child at School (MCAS) app.

Staff are a constant presence around the academy, in between lessons, during social time, and before/after school. A member of the Senior Leadership Team will circulate the academy during lessons to ensure a calm and purposeful learning environment at all times.

We recognise that where individual students are engaging in continuing disruptive behaviour, there could be underlying or complex emotional needs. Our pastoral teams will ensure that if such needs are identified, we will do all we can to provide a personalised approach to support the student and their learning.

Staff should:

- consistently demonstrate good classroom management and promote excellent behaviour for learning;
- establish a stimulating learning environment, deploying Quality First Teaching strategies at all times;
- develop and promote traits of the IB Learner Profile;
- mark and return students' work in line with our Teaching & Learning Handbook;
- praise, actively encourage, and regularly reward students wherever possible; and
- ensure that the full and correct use of the policy is used to address disruptive behaviour/standards in lessons and around the school; following up with necessary actions and sanctions.

Students

'All pupils deserve to learn in an environment that is calm, safe, supportive, and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence procedures'. (DfE Behaviour in Schools - September 2022).

It is the responsibility of students to develop positive relationships, be respectful, and demonstrate acceptable standards of behaviour at all times. Students will be reminded of our expectations and the academy's policy and procedures regularly. Students have a responsibility to ensure that any incidents of disruption, violence, bullying, discrimination, and any form of harassment are reported as soon as possible.

We ask all students to sign the Home Academy Agreement to indicate that they will respect and support the academy's behaviour policy.

Parents and Carers

'Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them'. (DfE Behaviour in Schools - September 2022).

Parents and carers play a significant part in ensuring that their child is responsible for their own behaviour both in and when travelling to and from the academy. We ask all parents/carers to sign the Home-Academy Agreement to indicate that they will respect and support the academy's behaviour policy and the authority of the academy staff.

Celebrating Excellence

All students can earn merit points for displaying positive behaviour both inside and outside the classroom. Staff can award these by using Bromcom, the school's management information system, and they can be seen by parents via MCAS (My Child at School). Tutors will also discuss these with students on a regular basis.

Students will receive recognition when they reach the following merits: 50, 100, 150, 200, 250, and 300.

In addition to the merit points, we encourage and praise students with regular verbal and written praise, contact home, postcards, stickers, and certificates. At the end of every module, each college will hold a 'Celebration of Success' assembly where students will receive awards and prizes for merit points, attendance, nominations (tutor and pastoral teams), and wider activities (for example, sports awards and literacy awards).

Students can also be awarded a wristband for exceptional behaviour. These will also allow the student to queue jump at the restaurant during break/lunch on that particular day.

Students can achieve Bronze, Silver, or Gold status as part of our rewards strategy. These awards recognise excellent attendance, positive conduct (evidenced by low numbers of behaviour logs), and the absence of suspensions or serious sanctions. Students who meet the criteria are invited to take part in a range of reward events linked to each level, such as cinema visits, trampoline park experiences, and theme park trips.

Uniform & Equipment

Suppliers: Leigh Stationers' Academy has two uniform suppliers:

JK Clothing (Online & In-Store)	Brigade Clothing (Online)
14 Wellington Parade Blackfen Road DA15 9NB http://www.jkclothing.net/	https://www.brigade.uk.com/

To comply with the Department for Education's guidance on the Cost of School Uniforms, published in November 2021, Leigh Stationers' Academy has significantly reduced the number of branded school items required. The only branded items that parents/carers are required to purchase are:

- Blazer with Leigh Stationers' Academy crest
- Leigh Stationers' Academy tie
- Leigh Stationers' Kilt (available from JK clothing)
- Leigh Stationers' Academy PE polo shirt (with college colour)
- Leigh Stationers' Academy PE shorts

All other items, including the shirt, trousers, jumper, shoes, socks, and tights, are non-branded items and can be purchased from a range of high-street stores, including Asda, Next, Marks & Spencer, and School Uniform Direct (online).

Uniform: Years 7-11

Blazer	Navy with Leigh Stationers' Academy crest with college stripe
Shirt	Plain white, button to neck, pointed collar
Tie	Leigh Stationers' Academy tie with college stripe
Kilt or Trousers	Kilt: Plain dark grey knee-length kilt available from JK Clothing (which reaches the knee when standing), or Trousers: Plain dark grey
Jumper	Plain grey v-neck jumper (optional)
Shoes	Plain black leather formal shoes (no sandals, boots, trainers, or sling backs)
Socks or Tights	Plain black/dark grey
Belt	Plain black

Additional Guidelines

- **Coats/Jackets:** Must be a suitable, waterproof outdoor coat. Denim/leather coats, hoodies, and sports jackets are not permitted.
- **Jewellery:** Students are **NOT** allowed to wear any form of jewellery. Rings, necklaces, and bracelets are unsuitable for the academy. An exception may be made for religious bangles. No earrings of any kind, facial jewellery, or piercings are permitted under any circumstances. Students will be asked to remove the above items, and they will be confiscated for parents/carers to collect. The academy is not responsible for the loss of or damage to any jewellery. In exceptional circumstances, clear, plastic studs may be worn, but this must be approved by the Head of College/Deputy/Principal.
- **Make-up/Nails:** No make-up is permitted. This includes fake eyelashes, fake nails and teeth decorations. Students are not permitted to wear nail varnish of any kind.
- **Hair:** No extreme hair colours; natural hair colours only.
- **Headwear:** Students may wear a Hijab, Turban, Head Wrap or appropriate headwear for religious reasons. These must be plain black in colour and must not obscure the face. These are optional items. Any other items should be discussed and approved by the policy holder.

In the event a student cannot rectify any uniform or standard infringements, they will be placed in our Reflection Room. Students who repeatedly breach uniform standards by wearing their kilt above knee length (accumulating more than five negative logs) will be required to wear dark grey trousers for the remainder of the term.

Equipment	PE Kit
Every student must have: ● A suitable school bag which can hold an A4 book/folder. Our 'Terrific Ten' helps remind students of the basic equipment required for school. Students require a suitable pencil case which includes: 1. 2 black/blue pens 2. 1 green pen 3. HB pencil(s) 4. Highlighter 5. Scientific calculator 6. Ruler 7. Protractor 8. Eraser/Rubber 9. Sharpener 10. Their Chromebook*, including a Chromebook case. <i>*Students must bring their Chromebook fully charged every day.</i>	Every student must have: ● Trainers - non-slip soles Canvas shoes such as Converse or Vans are not permitted. ● Leigh Stationers' Academy PE polo shirt (with college colour) ● Leigh Stationers' Academy PE shorts ● Plain navy (long) sport socks (winter) ● Plain white sport socks (summer) Optional: ● Leigh Stationers' Academy training top ● Leigh Stationers' Academy tracksuit bottoms If students do not have a suitable PE kit for the lesson, a clean spare kit will be provided for them to wear during the lesson.

Terrific Ten



Pupils in Years 9-11 may continue to wear their original Leigh Stationers' Academy (Stationers' Crown Woods Academy) uniform (except the kilt, which must be the new one as introduced in September 2025 or dark grey trousers) until they grow out of it. When it becomes necessary to purchase new uniform items, students and parents can purchase the new Leigh Stationers' Academy uniform items as listed in the guidance above. This phased approach will ensure a smooth transition to the new uniform standards while being mindful of existing investments in school attire.

The academy has the final decision on uniform.

Students who do not comply with the standards and uniform above will receive a sanction. In the event a student can not address the infringement or refuses to borrow equipment (e.g. blazer), they will be placed into the Reflection Room.

PE Lessons & Expectations

All students must bring and wear the correct PE kit for every PE lesson.

1. **No PE Kit:** If a student does not have their PE kit, they will receive a sanction and negative log on Bromcom. Students will be given a clean replacement kit to wear. Refusal to wear the replacement kit will result in removal from the lesson.
2. **Incorrect or Missing Kit:** Students with incorrect or incomplete kits are still expected to participate in their lesson. While no sanction will be issued for missing a single item, a behaviour log will be recorded. The PE Team will review these logs weekly, and students who receive two or more logs within a module (half-term) will be issued a sanction.
3. **Injury:** Injured students must still bring their kit and be assigned a non-physical role, such as coaching or officiating. A parent/carers email is required to excuse physical participation, and prolonged injuries must be supported by medical evidence.
4. **Feeling Unwell:** If a student feels unwell while at school, they should inform a member of staff. If deemed too unwell to participate in lessons, the school will contact their parent/carers.

This policy ensures that all students are prepared, responsible, and actively engaged in their physical education

Uniform: Years 12-13 (Woolf College)

Dress Code Expectations	These items are NOT permitted within the Academy
Woolf College students are expected to be outstanding ambassadors for both the Sixth Form and the wider academy. The standard of dress is an important reflection of our culture and values. The dress code is professional and smart, and all students are expected to adhere to it consistently. Required Dress (All Students) Students are expected to wear: • A shirt and tie • A suit or blazer (a blazer must be worn daily as part of the Sixth Form uniform) • Smart trousers • Formal shoes (leather or suede in black or brown) • Blouses or formal shirts • Dark tights with skirts (weather permitting) • Skirts must not be more than 10cm above the knee Outerwear (e.g. coats and scarves) must be removed upon entering classrooms. Lanyards must be worn at all times while on the academy site.	The following items are not allowed and may be replaced with appropriate loan items: • Crop tops or any clothing that exposes the midriff • Flip-flops, slides, Ugg-style boots, or any footwear resembling trainers • Hats or caps (except for religious purposes) • Mini-skirts (more than 10cm above the knee), skorts, or skirts with slits • Tops that expose the shoulders, including strapless, see-through, or vest-style tops • T-shirt dresses, t-shirts, or polo shirts • Denim, leather, or leather-look clothing • Hoodies or oversized jumpers/clothing • Outerwear resembling hoodies or athleisure wear • Clothing with large logos, slogans, or visible sports branding

Students who do not meet dress code expectations will be asked to change and may be issued with a suitable loan item. Persistent breaches of the dress code will be addressed in accordance with the academy's Behaviour for Learning Policy.

Prohibited Items

Leigh Stationers' Academy operates a zero-tolerance approach to prohibited items brought onto the academy site. The following list includes, but is not limited to, items that are not permitted:

- alcohol, drugs or drug paraphernalia (including gummies);
- cigarettes, vapes of any kind, matches or lighters;
- chewing gum;
- aerosols;
- weapons of any kind (including replicas)
- material that is inappropriate or illegal for children to have, such as racist, homophobic or pornographic material;
- high energy or fizzy drinks;
- items which are not appropriate for school life (such as water pistols, balloons, permanent markers etc)

Any prohibited item found in a student's possession will be confiscated. Items will only be returned to parents or carers at the discretion of the academy. In some cases, items may be retained, disposed of, or passed to external agencies such as the police where appropriate.

Students are not permitted to sell or trade any items on the academy site. Breaches of this rule will result in sanctions in line with the academy's behaviour policy.

Drugs

Leigh Stationers' Academy has a zero-tolerance policy towards drug use, possession, or distribution. This applies to all academy premises, journeys to and from school, and off-site activities including trips, events, and residential.

Prohibited substances include illegal drugs, solvents, cannabis edibles (e.g. gummies), any other harmful or misused substances, and drug paraphernalia of any kind.

Any student found to be involved in a drug-related incident, including possessing, using, supplying, or being under the influence of drugs, may face permanent exclusion. In all such cases, the academy will involve the police and other relevant external agencies as appropriate.

Prescription Drugs

The carrying, use, or distribution of prescription medication without appropriate authorisation is strictly prohibited and may result in a serious sanction. Misuse of prescription drugs is treated with the same seriousness as the use of illegal substances.

We recognise that some students may need to take prescribed or over-the-counter medication during the school day. In such cases, parents/carers must inform the academy in writing. All medication must be clearly labelled with the student's full name and handed to the relevant college administrator, who will store it securely until required.

This includes medication for conditions such as hayfever, allergies, or pain relief. Students must not carry medication on their person unless a specific agreement is in place as part of a medical care plan.

Alcohol

Leigh Stationers' Academy has a zero-tolerance policy regarding alcohol. This applies to all academy premises, journeys to and from school, and all off-site activities, including trips and events.

The possession, consumption, or supply of alcohol by students is strictly prohibited. Any student found to be involved in an alcohol-related incident, including being under the influence, may face permanent exclusion. The academy will also involve parents/carers and, where appropriate, external agencies.

Criminal Damage

Deliberate damage to academy property, facilities, or equipment is considered a serious breach of our behavioural expectations. Any student involved in such incidents will receive an appropriate sanction and may be required to contribute towards the cost of repair or replacement. The academy reserves the right to report incidents of criminal damage to the police, particularly where the damage is significant or repeated.

Physical Assault

Physical assault is defined as any act that causes physical harm or unwanted physical contact towards another person. This includes, but is not limited to, hitting, kicking, pushing, spitting, or throwing objects at another individual.

All incidents of physical assault—whether directed at another student or a member of staff—are treated with the utmost seriousness. In line with the academy's Sanctions Grid (see Appendix 1), significant sanctions will be imposed. These may include placement in the Reflection Room, Off-site Direction, Fixed Term Suspension, or, in the most serious cases, Permanent Exclusion.

Searching and Confiscation

In line with the Education and Inspections Act 2006, all members of staff at Leigh Stationers' Academy are authorised to confiscate items as a disciplinary sanction. This includes seizing any item that is illegal, prohibited, or deemed inappropriate if found in a student's possession while on the academy site or during academy activities.

The Principal and those authorised by the Principal, including all members of the Senior Leadership Team (SLT), pastoral staff (including Student Services Managers and College Administrators) have the legal power to search a student or their possessions without consent if they have reasonable grounds to suspect the student is carrying a prohibited item.

Confiscated items will be retained, returned, or disposed of in accordance with statutory guidance and academy policy. Where appropriate, the police or other external agencies may be involved.

Mobile Phones

In line with guidance from the Secretary of State for Education, mobile phones, smartwatches, and headphones are not permitted for use at any time while on the academy site. If any of these items are seen or heard during the school day, they will be confiscated and taken to either Crown Reception or the relevant College Reception, where they will be securely stored. Confiscated items will not be returned directly to students. They must be collected by a parent or carer from the Main Reception during opening hours: Monday to Friday, 8:15am to 4:00pm.

Mobile phones, smart watches, and headphones must be switched off and in bags at all times when on site, unless directed by a member of staff. Students in Years 12 to 13 may use their mobile phones sensibly and appropriately in designated areas as set out by the Head of Woolf College, Ms Collier. Students with medical reasons (such as diabetes) will also be given permission to keep their mobile phone in their blazer.

Refusal to hand over any of the above items will result in an escalated sanction.

The academy will take very seriously any instances where a mobile phone has been used to film, photograph, or record staff or students without their permission. This is a criminal offence under the Protection from Harassment Act 1997.

Searching Electronic Devices

Under the Education Act 2011, authorised academy staff have the legal power to seize and examine an electronic device, such as a mobile phone, if they have a legitimate reason to do so. This includes accessing data or files where there is a concern relating to safeguarding, inappropriate content, or a breach of academy rules.

In accordance with Department for Education (DfE) guidance, parental consent is not required to search a student's device. Where appropriate, data or files may be deleted before the item is returned, if the member of staff has reasonable grounds to believe the material poses a risk, breaches academy policy, or constitutes a safeguarding concern.

At Leigh Stationers' Academy, only the Principal, Designated Safeguarding Lead (DSL), Vice Principals, or Deputy DSLs are authorised to search a student's device.

Digital/Blended Learning Strategy

Leigh Stationers' Academy's 1:1 Chromebook Scheme provides each student with a valuable learning tool, offering access to a wide range of e-learning resources both at school and at home. We believe this access significantly enhances their educational experience.

To ensure these devices remain available and functional for all students, we have a clear policy regarding deliberate or malicious damage to Chromebooks. It's crucial for all parties – students, parents/carers, and the Academy – to understand and agree to the terms and conditions outlined in the [Chromebook Loan Agreement 2025-26](#) and the [Chromebook Acceptable Use Agreement](#).

Deliberate or malicious damage includes, but is not limited to, actions such as:

- Intentionally breaking the screen (e.g., punching, stomping, slamming objects onto it).

- Jamming foreign objects into ports (USB, charging, headphone).
- Pouring liquids onto the device.
- Defacing the Chromebook with permanent markers or paint.
- Attempting to dismantle the device or remove parts (e.g., keys from the keyboard).
- Any action clearly intended to cause harm to the device rather than being an accidental occurrence.

Financial Responsibility for Parents/Carers: In cases of deliberate or malicious damage, parents/carers will be held financially responsible. This charge will cover either the full cost of repairing the damaged device or the full replacement cost of the Chromebook, depending on the extent of the damage.

We urge all parents/carers to discuss the importance of responsible device care with their children. By participating in the 1:1 Chromebook Scheme, you are agreeing to these terms and the financial obligations outlined herein. Please ensure you have read and understood the linked agreements.

Academic Integrity & Plagiarism

In their Academic Integrity Policy (IBO, 2023), the IB states that: “Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.”

As per our ‘LSA Academic Integrity Policy 2025/26’, it is important all stakeholders are clear on the following key terms:

- **Academic Misconduct** - Academic misconduct is a deliberate or inadvertent behaviour that could result in a student or others gaining an unfair advantage in one or more assessment components.
- **Collusion** - Collusion involves a student collaborating with another person on a task, assessment, or project and then submitting the work as if it were their own individual effort.
- **Intellectual Property** - Intellectual property refers to property which exists as a result of an individual’s creativity. This includes music, literary/artistic works, symbols, logos, discoveries and inventions.
- **Plagiarism** - The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (Assessment principles and practices—Quality assessments in a digital age, p. 206).

It is important that students reference work accordingly and do not attempt to pass off others’ work as their own. In the event this does occur, this will be taken very seriously. In the event this is work in Key Stage 4 or 5, it could compromise formal qualifications and potentially lead to disqualification.

Three Point Plan Behaviour System

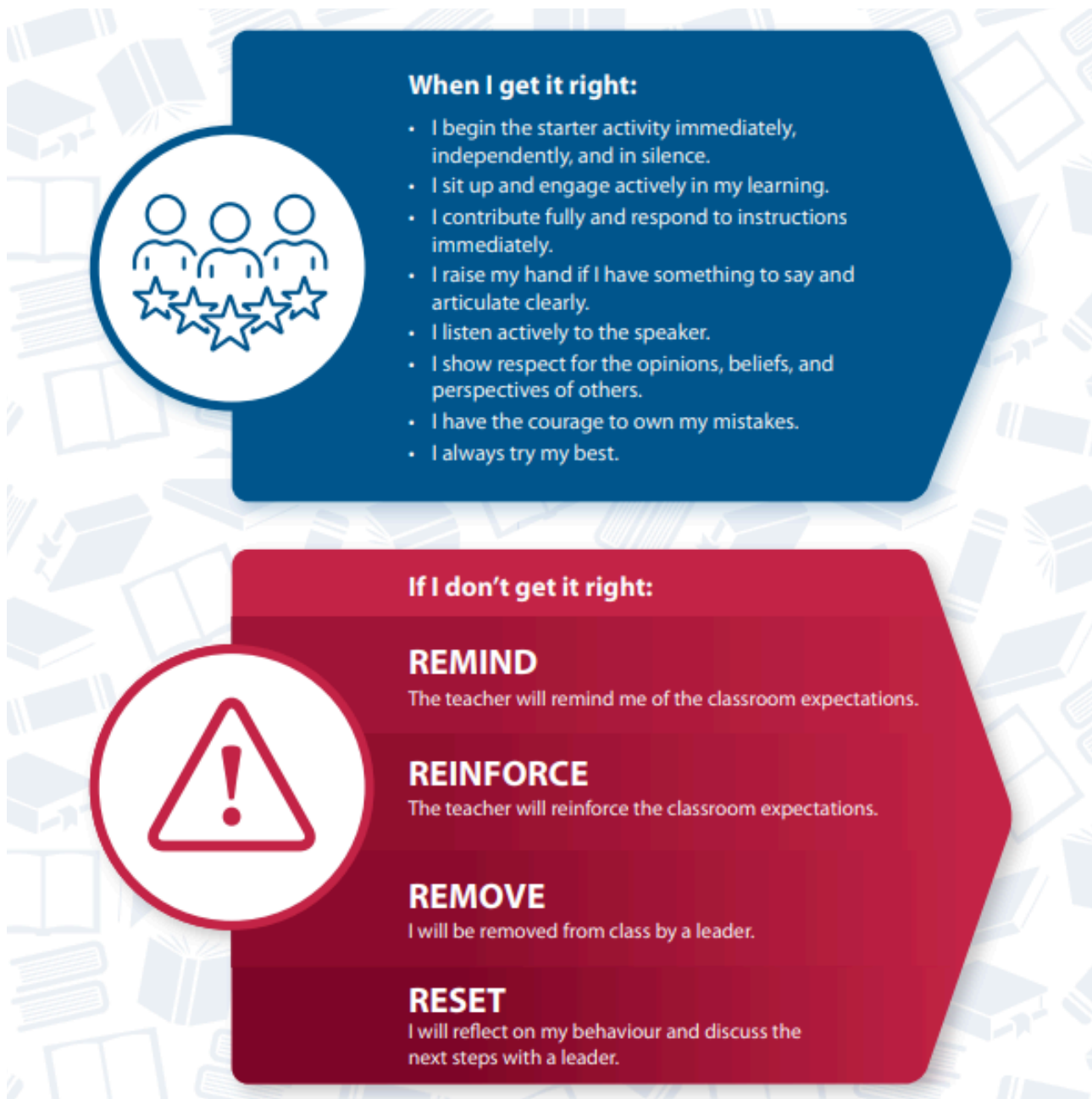
At Leigh Stationers’ Academy, we operate a fair, clear, and consistent behaviour strategy—applied in every lesson and supported by a visible classroom poster. This system ensures all students understand expectations and are given structured opportunities to modify their behaviour before further action is taken. Staff will also make full use of the academy’s rewards system to recognise and promote positive behaviours both in and outside of lessons.

The three-step system is as follows:

- **Remind** – First warning. The student is reminded of the expected behaviour in a calm and respectful manner, linked to our academy values and routines.
- **Reinforce** – Second warning. Expectations are clearly restated, and the student is given a final opportunity to adjust their behaviour.
- **Remove** – If behaviour does not improve, the student will be removed from the lesson. Where appropriate, the teacher may direct the student straight to the Reset Room within the Realignment Hub. Alternatively, a Senior Leader

or member of staff on 'On-Call' duty will escort or direct the student. Students are expected to arrive at the Reset Room within three minutes of being removed. Once there, they will reflect on their behaviour and discuss next steps with a senior member of staff.

The following poster is prominently displayed in every classroom to support consistent implementation of the academy's behaviour expectations.



Students who are removed from a lesson will complete the remainder of that lesson, one additional lesson, and their next break or lunchtime in the Reset Room. If the removal takes place during Period 4 (for Years 7, 9, 11, and Post-16) or Period 5 (for all year groups), the student will spend the remainder of the school day in the Reflection Room and will also complete a 30-minute detention on the same day. The Senior Leadership Team will determine when a student is ready to return to lessons. If a student is not yet ready to reintegrate, leaders will specify an appropriate time for their return.

Sanctions

At Leigh Stationers' Academy, students may be required to serve sanctions before school, during break or lunch, or after school. After-school sanctions may be up to 60 minutes in length, or longer if a student is on report.

If a student accumulates more than 60 minutes of sanction time, or misses a 60-minute sanction without a pre-agreed reason, they will automatically be placed in the Reflection Room for the full day on the following school day.

In line with Department for Education guidance, schools are not required to provide advance notice to parents/carers for after-school detentions. However, where possible, we will aim to provide notice in advance. An exception applies when a student is removed from a Period 4 or 5 lesson - in such cases, the student will be required to complete a 30-minute same-day detention.

At the end of each day, the Vice Principal and Behaviour Team review behaviour logs and issue sanctions in accordance with the academy's sanctions grid. All sanctions must be completed on the next school day unless otherwise stated.

Students may also lose access to their social time during break or lunch if they:

- Are not in correct uniform
- Are missing essential equipment
- Demonstrate persistent or irresponsible behaviour during social time

If a student is absent—either authorised or unauthorised—on the day a sanction is scheduled, it will automatically roll over to the next day the student attends. It is the student's responsibility to ensure that sanctions are completed. We encourage parents/carers to contact the relevant pastoral team if their child is absent.

Behaviour Analysis

Behaviour is reviewed daily by the Vice Principal and the Behaviour Team. There will be a daily and weekly report for all staff. Students are flagged as a concern when they accumulate the following number of negative logs.

Stages	Negative Logs with -1 Value	Action
Stage 1	10 negative logs in a term	Form tutor discussion with student
Stage 2	20 negative logs in a term	Stage 2 report with form tutor Tutor to contact parent/carer
Stage 3	30 negative logs in a term	Stage 3 report card with student service manager Meeting with parent/carer PSP (Pupi Support Plan) may be initiated
Stage 4	40 negative logs in a term	Stage 4 report card with raising standards leader Contact with parent/carer PSP must be initiated/escalated
Stage 5	50 negative logs in a term	Stage 5 report card with Assistant Principal Further contact with parent/carer
Stage 6	60+ negative logs in a term	Stage 6 report card with the Head of College Further meeting with parent/carer A significant sanction may be imposed at this point.

In the event a student accumulates several negative logs (more than 10) in a short space of time (a week), they will receive a significant sanction.

Stage 0 (Subject Area) report cards and punctuality report cards may also be utilised where required. In the event a student is placed on three separate subject report cards at any one time, they will be placed on a tutor report card instead.

We refresh our Students of Concern each term (two modules). Students may be escalated through the stages throughout the academic year if they have reached a particular stage in the previous term.

The academy will initiate Pupil Support Plans (PSPs) where appropriate. For example, in the event a student requires additional support/interventions or if there are attendance concerns.

Report Cards

As part of an intervention to support students who accumulate several negative logs or demonstrate persistent punctuality concerns; we have created a range of report cards. Each report will be set up with the individual, where 2-3 targets will be set to give them a focus to help address the particular behaviour that needs to be addressed.

All stakeholders will be involved in this process, and the individual will need to 'check in' with the person responsible for overseeing their report as well as an adult at home, daily, to discuss their day/targets specified on the report card.

It is the student's responsibility to ensure that the report card is kept throughout the day, given to teachers and handed to the person responsible for overseeing their report and an adult at home.

Report cards will be completed over a 2-week period. If they fail or lose their report cards, they will be escalated to the next stage.

Subject Report Card: In the event a student has persistently (2 lessons or more) demonstrated poor behaviour in a subject, the teacher may place a student on subject area report. This must be signed by the subject co-ordinator (Coordinator or Director of Learning) on completion.

Completed Cards

On completing the final day, the member of staff responsible for overseeing the report card will circle PASS or FAIL. Students must achieve a minimum of 21 sessions (88%) with a rating of Superb, Pass, R1 (Reminder), or R2 (Reinforce) out of the 24 possible sessions. In the event they fail the report card, they may be asked to complete an additional week or be escalated to the next stage.

All cards provide evidence of the sanction and, therefore, must be handed to the pastoral admin team, who will scan a copy onto the student's Bromcom.

Report Cards & Sanctions

Sanctions are set out on the table below in the event a student reaches 'Removal' or fails a lesson. These will be completed on the day, **without 24 hours' notice** to parents/carers.

	Duration/Criteria	Responsible	Sanctions
Stage 0 <i>Subject Report card</i>	- KS3 – 2 weeks of lessons - KS4 – 2 weeks of lessons <i>A student can only be placed on 2 different subject report cards. If there are more than 3 subjects which are concerned the student should be placed on Stage 2 report with their tutor.</i>	Subject Teacher & CLT	10 minutes per fail Completed once the report card is complete.
Stage 1 Form Tutor	Form tutor discussion	Tutor	N/A
Stage 2 <i>Form Tutor</i>	2 weeks 20 or more negative logs 3 SARs (above) or lost report twice - SoC twice in an academic year	Tutor	5 minutes per fail 15 minutes if misplaced on the day
Stage 3 <i>SSM</i>	2 weeks 30 or more negative logs - Failed Stage 2 or lost report twice - SoC three times in an academic year	SSM	10 minutes per fail 30 minutes if misplaced on the day
Stage 4 <i>RSL</i>	2 weeks 40 or more negative logs - Failed Stage 3 or lost report twice - SoC four times in an academic year - Received 2 FTEs in an academic year	RSL	15 minutes per fail 45 minutes if misplaced on the day
Stage 5 <i>Assistant Principal</i>	2 weeks 50 or more negative logs - Failed Stage 4 or lost report twice - SoC five times in an academic year - Received 4 FTEs in an academic year	AP	20 minutes per fail 60 minutes if misplaced on the day
Stage 6 <i>Head of College</i>	2 weeks 60 or more negative logs - Failed Stage 4 or lost report twice - SoC five times in an academic year - Received 4 FTEs in an academic year	HoC	30 minutes per fail - Reflection if misplaced
Punctuality	2 weeks Persistent punctuality/attendance concerns	Tutor & SSM/RSL	15 minutes per fail 30 minutes if misplaced on the day

Negative Logs & Reports

As the year progresses, the number of logs needed to trigger a report will increase. This is to ensure that students are given the opportunity to make corrections to their behaviour without the need of a formal report.

Report	Term 1	Term 2	Term 3
Stage 2 - Form Tutor	20	30	40
Stage 3 - SSM	30	40	50
Stage 4 - RSL	40	50	60
Stage 5 - AP	50	60	70
Stage 6 - HOC	60	70	80

Woolf (Post 16)

Students in year 12 & 13 may also be placed on report for accumulating negative logs.

Stage 1 (5 negative logs)	Stage 2 (10 negative logs)	Stage 3 (15 negative logs)	Stage 4 (20 negative logs)
Form tutor	Head of Year	Assistant Principal	Head of College

Inclusion - Reflection Room

When a student breaches the academy's behaviour policy, they may be placed in the Reflection Room for a minimum of one full day. This provision operates daily from 8:30am to 4:15pm, except on Wednesdays, when it ends at 3:15pm.

While in Reflection, students are out of general circulation and follow a bespoke timetable tailored to their Key Stage. They are expected to engage fully with academic work and uphold the academy's behaviour expectations. Students should bring a bottle of water and will have supervised access to the restaurant to purchase food and take a rest break.

On arrival, students must hand in their mobile phone, which will be securely stored and returned at the end of the day.

Throughout the day, members of the Senior Leadership Team will assess each student's engagement and attitude during every period, issuing a pass or fail based on the quality of work completed and behaviour demonstrated.

- If a student receives two failed periods, they will be required to repeat the full day in Reflection.
- If a student refuses to engage, behaves rudely, causes significant disruption, fails to hand in their mobile phone, or refuses to enter the Reflection Room, they will receive a serious sanction, such as a suspension or direction off-site. In such cases, the student will also be expected to complete their Reflection day on their return to the academy.

Students may also be placed in the Reflection Room during the course of ongoing investigations into behaviour incidents, to ensure a calm and safe environment while enquiries are completed.

Significant Interventions

Including Fixed Term Suspensions, Off-Site Directions and College Changes

Leigh Stationers' Academy is committed to taking an inclusive approach to behaviour management. However, where necessary, significant interventions may be used to address persistent or serious behaviour concerns (including non-attendance) and to safeguard the welfare and learning of all students.

Fixed-Term Suspensions

Where a student is issued with a fixed-term suspension, under the Education and Inspections Act 2006, parents/carers are legally responsible for ensuring their child is supervised and not in a public place during the first five days of the suspension.

For suspensions lasting more than five days, the academy will provide access to alternative full-time education from day six onwards. This applies to all students, including those in Woolf College (Post-16).

Following any suspension, a reintegration meeting will take place involving the student, their parent/carer, and a member of the pastoral team. This meeting will review the reason for the suspension and provide an opportunity to secure the student's commitment to improved behaviour. All parties will sign a reintegration agreement, which will be retained on the student's record. Additional interventions may also be agreed at this stage, using the academy's sanctions and support framework.

Off-Site Direction

In some cases, an off-site direction may be used as a significant sanction to avoid a suspension. This involves the student attending another educational provision for a set number of days or weeks, as agreed by the academy. This measure is used to provide a reset opportunity while maintaining continuity of learning.

- **Short-term off-site direction:** A student is directed to attend another mainstream academy within the trust or local network for a fixed period. During this time, they will complete supervised work in the host academy's inclusion provision. Parents/carers will receive a letter outlining the dates and location of the placement.
- **Long-term off-site direction:** A student is placed at an alternative educational setting with the aim of facilitating a fresh start. The student will be dual registered for a period of up to 12 weeks, during which time an admissions meeting will take place with the receiving setting. The arrangement is regularly reviewed to ensure the provision meets the student's needs.

College or Class Changes

Where a student has accumulated a high number of negative logs, demonstrated persistent poor behaviour, or shown low attendance, the academy may consider a college change or class change as a form of significant intervention.

A college change represents a fresh start for the student, including a new pastoral team, tutor group, and (for Key Stage 3) a new set of classes. This intervention may also apply to students admitted directly into Hansard College as part of the academy's structured support offer.

All significant interventions are designed to support the student in making a positive change, while maintaining high expectations and the integrity of the learning environment.

Suspensions & Permanent Exclusions

Leigh Stationers' Academy is committed to a policy of inclusion and to supporting all students to remain engaged in education. The use of suspensions and permanent exclusions is reserved for serious breaches of the academy's behaviour policy.

The Principal will only consider a fixed-term suspension or permanent exclusion when all other strategies have been exhausted, or where the behaviour is deemed so serious that immediate removal from the academy is appropriate. This includes first-time incidents where the severity of the offence warrants a significant sanction, regardless of a student's previous behaviour record.

In the case of any serious incident, a full investigation will be carried out. The Principal will determine the appropriate outcome, applying the civil standard of proof—on the balance of probabilities—when making a decision.

- A decision to suspend or permanently exclude a student will only be taken in response to:
- A serious breach or persistent breaches of the academy's behaviour policy

Situations where allowing the student to remain in the academy would seriously compromise the education or welfare of other students or staff. All exclusions will be managed in accordance with Department for Education statutory guidance, with clear communication to parents/carers and appropriate reintegration or appeals processes in place.

Woolf College (Post-16) – Termination of a Student's Placement

As Post-16 education is non-compulsory, Leigh Stationers' Academy reserves the right to terminate a student's place in Woolf Sixth Form in response to serious or persistent breaches of the academy's behaviour policy.

This may include, but is not limited to:

- A one-off serious incident
- Repeated poor conduct despite intervention(s)
- Fixed-term suspensions or off-site directions that do not result in sustained improvement

Where appropriate, students and families will be supported through a clear process of intervention and review. However, if a student's behaviour continues to fall below expectations, and their presence is deemed to undermine the values or learning environment of the academy, the academy may conclude that continued enrolment in Woolf Sixth Form is no longer appropriate.

Use of Force

Under Section 93 of the Education and Inspections Act 2006, all members of staff at Leigh Stationers' Academy are authorised to use reasonable force in specific circumstances, namely:

- To prevent a student from committing an offence
- To prevent a student from injuring themselves or others
- To maintain good order and discipline within the academy, whether during lessons or at any other time during the school day

In situations where physical intervention is necessary—for example, to break up a fight—staff may need to act quickly to ensure the safety of all students. While every effort is made to minimise risk, such interventions may, on occasion, result in accidental marks or bruising. Any use of physical intervention will be reported to the pastoral team and the Designated Safeguarding Lead (DSL).

To ensure the highest standards of safety and care, a number of staff members are trained in Team Teach strategies for positive handling. These staff are:

- Mr Sparks, Principal
- Ms Dooley, Deputy Principal
- Mr Farr, Vice Principal

- Mr Stephen Smith, Vice Principal
- Mr Joe Spark, Assistant Principal
- Ms Carney, Assistant SENDCo
- Mr Doherty, Learning Support Assistant

Where proactive and de-escalation strategies have not succeeded, physical intervention may be used—but only when it is reasonable, proportionate, and necessary. Techniques taught through Team Teach are designed to ensure that any intervention prioritises care, control, and therapeutic support, and are used only as a last resort to prevent serious harm.

In the rare instance of an emergency where no pre-agreed plan exists, staff are expected to act in accordance with the law of negligence, exercising the judgement of a “reasonable and prudent parent.”

As an academy, we are committed to avoiding the need for physical intervention wherever possible. This is achieved through strong relationships with students, early intervention, tailored support, and a proactive, positive approach to behaviour.

Where a physical intervention is used, parents/carers will be informed, and involved in follow-up discussions to help prevent recurrence and support the student’s future conduct.

Anti-Bullying

Leigh Stationers' Academy is committed to creating a community where all students feel safe, respected, and supported. Bullying of any kind is not tolerated. This section outlines our approach to preventing and responding to bullying, aligned with our vision of ensuring that no student is left behind, and our values of Leadership, Scholarship, and Achievement.

Every member of the Leigh Stationers' Academy community has the right to feel safe, welcomed, and treated fairly. We believe in equal opportunities and mutual respect for all. Bullying—defined as any deliberate action that causes a person to feel bad about themselves—is unacceptable in any form.

We are a "telling" and supportive school community. All students and staff are expected to contribute to a positive culture where bullying is actively challenged, and all incidents are reported and addressed.

Examples of bullying include, but are not limited to:

- Name-calling based on appearance or background
- Dismissive or harmful "banter"
- Derogatory comments about financial status, ability, or intelligence
- Negative attitudes or abuse based on race, disability, gender, or sexual orientation
- Persistent teasing or threatening behaviour
- Physical violence
- Online harassment or misuse of digital platforms

We acknowledge that those who bully may also require support to change their behaviour, and we are committed to providing appropriate interventions.

Definition & Types of Bullying

Bullying is the use of aggression with the intention of hurting another person. It results in pain and distress to the victim and can take various forms:

- **Emotional:** Exclusion, tormenting, threatening gestures
- **Physical:** Hitting, pushing, kicking, or violence
- **Racist:** Racial taunts, graffiti, gestures
- **Sexual:** Unwanted contact or sexually abusive comments
- **Homophobic:** Targeting based on actual or perceived sexuality
- **Verbal:** Name-calling, sarcasm, spreading rumours
- **Cyber:** Abuse through digital platforms, devices, or social media

Objectives

Our anti-bullying policy aims to:

- Ensure all students, staff, parents/carers, and governors understand what constitutes bullying and how to report it
- Make clear that bullying will not be tolerated in any form
- Ensure that support is available to both victims and perpetrators
- Promote an environment of inclusion, international mindedness, and British values
- Highlight all internal and external support routes available to students

Procedures

When bullying or discrimination is reported:

- It will be addressed and reported promptly by the appropriate member of staff. In the event a student witnesses or experiences it, they must report it to an adult within the academy.
- All incidents will be fully investigated.
- Incidents will be logged on Bromcom & recorded on the academy's Bullying & Discrimination tracker

- Parents/carers will be informed in all cases
- The Behaviour team will review any instances and supporting evidence, recommending appropriate sanction(s)
- If appropriate, external agencies such as the police may be involved
- Follow-up with any victims will take place

Outcomes

- Sanctions, including reflection, off-site directions, fixed-term suspensions, or permanent exclusion, will be applied, as appropriate
- Restorative conversations and other interventions will be implemented where appropriate
- Cases will be monitored to prevent recurrence
- Victims will be offered emotional support from Student Services Managers or the Wellbeing Manager, which may include one-to-one sessions, restorative meetings, or referral to external services

Prevention

We will use a wide range of strategies to prevent bullying:

- Communicating the Anti-Bullying Policy through the academy website, assemblies, newsletters, and parent/carer forums
- Providing parents with up-to-date guidance on cyberbullying and how to support their children
- Displaying clear anti-bullying messages throughout the school
- Embedding anti-bullying and diversity themes into the curriculum, including PSHE and tutor time
- Promoting the LSA Way and British values through all aspects of school life
- Encouraging international mindedness in line with the IB Learner Profile

By fostering a respectful, inclusive, and informed school community, we aim to prevent bullying before it occurs and respond swiftly and fairly when it does.

Appendix 1: Sanctions Grid

Behaviour events are reviewed daily by the Behaviour Team and the Vice Principal for Behaviour & Attitudes.

- Sanctions are applied proportionately and in line with academy policy. The following list is not exhaustive; the academy retains the final decision on all sanctions.
 - Missed Sanctions: If a student misses a sanction (e.g. a 30-minute detention), it will escalate the following day (e.g. to 60 minutes).
 - Escalation: If a student accumulates more than 60 minutes of sanctions, they will be placed in the Reflection Room for a minimum of one day.
 - Sanctions on Report: Students on report may receive additional sanctions for failure to meet lesson or report expectations. See Report Guidance for further details.

Event(s)	Possible Sanctions
1 removal (on-call) from lesson, including self-removal	30-minute detention
2 or more removals (on-calls) from lessons, including self-removal	1 day in the Reflection Room
Lateness to school (punctuality)	30-minute detention Arrival after 9:35am: placed in Reflection Room
Lateness to lesson (punctuality)	30-minute detention per late arrival
Breach of standards – Lack of work/homework – Out of bounds – No PE kit	30-minute detention
Truancy– From a lesson	Placed in Reset Room
Truancy– External (e.g. leaving site)	Significant sanction such as placement in Reflection Room, Off-site Direction, or Suspension
Use of prohibited electronic device (e.g. mobile phone, earphones, smart watches)	Device confiscated (parent/carer to collect) 30-minute detention
Refusal to hand over prohibited item or device	Escalated sanction: Reflection Room or Suspension
Breaches of the Academic Integrity Policy	<i>Reviewed on a case-by-case basis, depending on severity. May result in:</i> – Failure of one or more assessments/risk of disqualification from public examinations or modules – 30/60-minute detention – Reflection Room – Off-site Direction – Fixed Term Suspension
Defiance, rudeness or verbal abuse Theft or vandalism	<i>Reviewed on the day based on severity Minimum: 30-minute detention</i>

E-safety/misuse of technology, including Smoothwall alerts Persistent disruption/defiance (rapid negative logs)	<i>May escalate to:</i> - <i>60-minute detention</i> - <i>Reflection Room</i>
Physical assault Bullying or discrimination Sexual misconduct Prohibited items (use, threat or possession of drugs, alcohol, etc.) Swearing directly at a member of staff Bringing the academy into disrepute	<i>Reviewed on the day based on severity</i> <i>Minimum: 30-minute detention</i> <i>May escalate to:</i> - <i>60-minute detention</i> - <i>Reflection Room</i> - <i>Off-site Direction</i> - <i>Fixed Term Suspension</i> - <i>Permanent Exclusion</i>

Appendix 2: Home Academy Agreement

HOME ACADEMY AGREEMENT 2025/26



Leigh
Stationers' Academy

Information for Parents, Carers & Students at Leigh Stationers' Academy

At Leigh Stationers' Academy, we make the following three commitments:

- 1) Students will receive an exceptional educational experience.
- 2) Students will thrive in a culture of high expectations with exceptional pastoral care.
- 3) Students will achieve exceptional outcomes and secure high-quality destinations of choice.

We recognise and highly value the partnership between the school, parents/carers, and students so that students can become independent, successful, well-respected, and positive contributors to their community and society. Our Home Academy Agreement recognises the importance of a successful partnership between the academy, students and parents/carers.

Leadership | Scholarship | Achievement

We, Leigh Stationers' Academy, agree to:

- Provide every student with a broad and balanced education that maximises potential and ensures there is no ceiling to students' aspirations.
- Provide every child with a Chromebook
- Provide academic and vocational programmes of study that meet the needs of all learners.
- Build personal attributes in every student that are in line with the International Baccalaureate (IB) learner profile characteristics.
- Provide high-quality pastoral support to every student through their college teams.
- Provide every student with a form tutor.
- Challenge, support and encourage every student so they can become the best they can be.
- Provide every student with opportunities for social, moral and spiritual education (including religious, sex and health Education).
- Provide opportunities to learn about Fundamental British Values and become internationally minded.
- Provide a range of enrichment and co-curricular activities.
- Provide a secure, stimulating and well-disciplined environment.
- Provide regular home/independent learning opportunities.
- Provide access to emotional support through our well-being team.
- Provide students with regular feedback and opportunities for reflection.
- Provide parents/carers with progress reports as featured in the assessment, recording and reporting policy.
- Offer at least one parent/carer evening each year.
- Communicate with parents/carers to discuss any difficulties or concerns.
- Ensure the safety of staff and students by involving external agencies, where necessary.
- Act swiftly and fully investigate any reports of bullying or discrimination and take necessary action.

As a parent/carer, I agree to:

- Fully support and work with the academy to encourage a positive attitude to education and wider academy life.
- Encourage excellent attendance (97% and above) and punctuality; inform the academy on any/each day my child cannot attend or will be late.

- Ensure family holidays are booked outside the academy term dates, as set out on the academy's website.
- Make time to discuss and listen to my child about home learning and recognise my child's effort and progress.
- Attend any parents' evenings and relevant academy functions in which my child is involved, including any meetings that are requested by the academy.
- Regularly review My Child At School to keep up-to-date with my child's behaviour and attendance.
- Inform the academy if there are any factors which may affect my child's performance.
- Fully support the academy policies, including the Behaviour policy and any implemented sanctions.
- Ensure my child has the correct uniform and equipment (including pencil case and its contents, appropriate footwear and correct PE kit) as outlined in the Behaviour Policy.
- Pay for the repair or replacement of any damaged items/property caused by my child.
- Support my child in full-time education or training to the age of 18.
- Support any interventions put in by the academy, including external agencies, where required.
- Take full responsibility for my child's appropriate use of technology, including social media.

As a Leigh Stationers' Academy student, I agree to:

- Embody the IB Learner Profile characteristics.
- Treat all members of the academy community with understanding and respect.
- Show respect for the academy environment and property.
- Attend and be punctual to all lessons.
- Remain on-site during academy hours.
- Try my best and meet all course requirements, including home learning tasks.
- Wear the full and correct academy uniform every day as outlined in the Behaviour Policy.
- Bring the correct equipment as outlined in the Behaviour Policy.
- Adhere to academy expectations and behave responsibly at all times, including to and from the Academy.
- Keep my mobile phone in my school bag and switch it off on-site.
- Adhere to any sanctions if and when required.
- Not bring in any prohibited or inappropriate items (e.g. aerosol cans, chewing gum, make-up or nail varnish, water pistols) into the Academy.
- Not bring in any tobacco, including vapes, alcohol, illegal drugs or weapons into the academy.
- Not maliciously interfere with academy equipment, including computers or fire safety equipment.
- Not misuse ICT devices, systems or services.
- Behave responsibly online, including the use of learning platforms/social media, and not bring the academy into disrepute by misusing these platforms.

Student Name:		Date:	
Signature of Student:			
Signature of Parent/Carer:			
Signature of Academy:			



Exceptional Behaviour



When I get it right:

- I begin the starter activity immediately, independently, and in silence.
- I sit up and engage actively in my learning.
- I contribute fully and respond to instructions immediately.
- I raise my hand if I have something to say and articulate clearly.
- I listen actively to the speaker.
- I show respect for the opinions, beliefs, and perspectives of others.
- I have the courage to own my mistakes.
- I always try my best.



If I don't get it right:

REMIND

The teacher will remind me of the classroom expectations.

REINFORCE

The teacher will reinforce the classroom expectations.

REMOVE

I will be removed from class by a leader.

RESET

I will reflect on my behaviour and discuss the next steps with a leader.

Appendix 4: Useful Links and Supporting Organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

SEND

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet International: www.childnet.com

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

UK Council for Internet Safety (UKCIS) <https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Stop Hate: www.stophateuk.org

Educate against Hate: www.educateagainsthate.com/

Show Racism the Red Card: www.srrtc.org

LGBT

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>