



**Lakelands**  
Academy

**Behaviour for Learning  
and  
Relationships Policy**

**Next Review Spring 2027**

Policy Approved: 24.03.2026  
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Policy Responsibility: AH  
Policy Approval: FGB

Lakelands Academy is a harmonious, inclusive and inspiring environment where students behave in ways that are **safe, smart, responsible** and **kind** as well as being self-reflective when required.



This policy (and subsequent reviews) has been developed in consultation with all key stakeholders including staff, students and parents/carers.

## Legislation and Statutory Requirements

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Education Act 2011 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Health Act 2009 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Implementation of the Voyeurism \(Offences\) Act 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

It also operates in conjunction with the following school policies:

- [attendance-policy.pdf \(lakelandsacademy.org.uk\)](http://lakelandsacademy.org.uk)[complaints-policy.pdf \(lakelandsacademy.org.uk\)](http://lakelandsacademy.org.uk)
- [sen-policy.pdf \(lakelandsacademy.org.uk\)](http://lakelandsacademy.org.uk)
- [student-code-of-conduct.pdf \(lakelandsacademy.org.uk\)](http://lakelandsacademy.org.uk)
- [suspension-and-permanent-exclusion-policy.pdf \(lakelandsacademy.org.uk\)](http://lakelandsacademy.org.uk)
- [safeguarding-and-child-protection-policy.pdf \(lakelandsacademy.org.uk\)](http://lakelandsacademy.org.uk)

In addition, this policy is based on:

- Schedule 1 of [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](http://legislation.gov.uk); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance on [What academies, free schools and colleges must or should publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

### **For the avoidance of doubt:**

The governing body, Headteacher, school staff, students, parents and carers share responsibility for behaviour and attitudes. Specific roles and responsibilities of each are detailed within this policy.

Learning is at the heart of our organisation. It is therefore imperative that all within it, create and uphold a culture that ensures both students and staff can learn and enjoy learning.

*Teachers have the right to teach,  
Children have the right to learn,  
Everyone has the right to dignity and respect.*

As teachers at our school, we ensure that we promote positive behaviour within the classroom and around the campus. We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons.

For the purpose of this policy, the school defines 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. A list of some (not exhaustive) examples of types of behaviour can be found in Appendix B.

In accordance with part 1 of the Health Act 2009, this school is a smoke-free (including vaping) environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. The school has a zero-tolerance policy on illegal drugs and legal highs. Our full policy on smoking and controlled substances can be found in Appendix D.

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment. Appendix E.

Example items banned from the school premises can be found in Appendix F, along with guidance on searching and confiscation.

# Pastoral Ethos, Vision, Aims and Values

## Ethos

At Lakelands Academy we treat all students in a caring and responsible manner and as individuals, all equally important and deserving of our attention and support. We understand that life's journey is different for everyone and that our student population are a mirror of society and its wider variances.

The core principle of our pastoral system is to support our students and their families in removing the perceived/presenting barriers to access, learning and effective functioning to maximise outcomes.

We combine outstanding teaching and learning with the highest quality structured support, mentoring programmes and personalised learning opportunities to ensure our students develop self-regulation, a sense of responsibility, accountability and the ability to function effectively both in school and in wider society.

We ensure the safety and wellbeing of our students, helping them to enjoy their school experience whilst having excellent attendance, relationships and engagement.

As a school we are committed to attachment and trauma-informed practice and our staff are trained in emotion coaching. This is a relational approach to support the emotional regulation of our students.

## Vision

Lakelands Academy is committed to creating an environment where exemplary attitudes, behaviour and pastoral care are at the heart of productive learning. Our vision is to enable everyone to thrive and be the best they can be whatever their individual starting points may be.

Our school is driven to be a harmonious, inclusive and inspiring environment with students who can challenge themselves and reflect whilst consistently living our values of being **safe, smart, responsible** and **kind** (Appendix A).

Our partnership approach aims to build a genuine sense of community along with positive relationships within our school and local area.

## Core Values

- To promote a culture of exceptionally good behaviour which is **SAFE** for all with everyone protected from, and not exposed to harm, risk or danger.
- To be **SMART** in appearance and in the choices we make, promoting **SMART** decisions for lifelong learning and for being a positive contributor to the Lakelands Academy community and beyond.
- To be **RESPONSIBLE** for our own choices, challenging everyone to take control of their own behaviour and to be responsible for the consequences of it.
- To always be **KIND** and take our place in a fair and respectful community that values kindness, care, good humour, good temper, positive relationships and empathy for others.

By living our core values, we relentlessly strive to be the best possible version of ourselves, displaying a genuine *'pride in our badge.'*

## Behaviour for Learning

At Lakelands Academy learning is at the heart of our organisation. It is therefore imperative we create an ethos that ensures both students and staff can learn and enjoy learning. This is why we have our embedded values of **safe, smart, responsible** and **kind**.

As teachers at our school, we ensure that we promote positive behaviour within the classroom and around the campus. We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons.

We also believe it is essential to create and nurture positive relationships with all students. Importantly, these relationships support the needs and rights of everyone in our classrooms to be able to learn whilst feeling valued, challenged, respected and safe.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. To keep all children and adults safe, the policy sets out to:

- Clearly define expectations, regarding behaviour for learning, to staff, students and parents/carers.
- Recognise that praise plays a very significant part in improving behaviour for learning.
- Define a clear rewards system.
- Present a series of consequences and sanctions which follow if students display unacceptable behaviour and/or serious unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole school and individual levels.
- Make clear the roles and responsibilities of all stakeholders in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

### We expect:

“The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted by challenging behaviour” (Paul Dix)

### All Staff:

*“What you permit, you promote. What you allow, you encourage. What you condone, you own.”*

1. To **follow this policy** (along with all other school policies) and uphold its contents with our students.
2. To **Meet, greet and say goodbye** at the classroom door.
3. To **circulate the room**, be proactive and alert.

4. To refer to and promote our values of being **safe, smart, responsible** and **kind**.
5. To **Model positive behaviours** and **build relationships** (PiP and RiP - Praise in Public, Remind in Private).
6. To be **consistent and effective in their application** of rewards, including positive phone calls/communication home.
7. To **plan and deliver** lessons that engage, challenge and meet the needs of ALL students.
8. To plan for and apply **reasonable adjustments** that reflect the personal plans of students where appropriate. Similarly, to utilise **adaptive teaching** to meet the needs of all learners.
9. To use a **visible recognition** mechanism throughout every lesson.
10. To be **calm** and give “take up time” when going through the steps. Prevent before sanctions.
11. To **consider** that behaviours may be influenced by **unmet need or contextual influences** and utilise a range of strategies including, but not limited to, emotion coaching.
12. To **follow up** every time, **retain ownership** and engage in reflective dialogue with students.
13. To **never ignore** students whose behaviour does not meet our standards or show regard for our ethos.
14. To **educate** against, **and prevent** all forms of, bullying, discrimination, harassment, and violence.
15. At all times, **ensure effective safeguarding**, recording and reporting following our school policies.
16. To **accurately record**, in a timely manner, all positive and negative behaviours within our recording system.

#### **Middle Leaders:**

1. To **assume the lead** in supporting staff and students in your department and/or within your area of responsibility.
2. To **meet, greet and say goodbye** at the start and end of the day (departmental corridors).
3. To be a **visible presence** in the department to encourage appropriate behaviour.
4. To seek regular opportunities to **celebrate students and staff**.
5. To encourage use of the **reward system** including **positive phone calls** home.
6. To ensure **staff training** needs are identified and targeted.
7. To regularly **share good practice**.
8. To ensure **reasonable adjustments** are consistently applied that reflect the personal plans of students where appropriate.
9. To **facilitate follow up**, ensuring staff retain ownership of reflective dialogue with students.
10. To **use behaviour data** to target and assess interventions.
11. At all times, **ensure effective safeguarding**, recording and reporting following our school policies.

### Senior Leaders:

1. To **establish the standard of behaviour** expected at Lakelands Academy, ensuring that this policy is appropriate and effective in its intent, implementation and impact.
2. To **assume a supportive** role for staff and demonstrate a unified consistency to students.
3. To **train staff in the principles and application of emotion coaching**, promoting and modelling good practice in this area.
4. To **meet, greet and say goodbye** at the start and end of the day (school site).
5. To be a **visible presence** around the school site.
6. To seek regular opportunities to **celebrate students and staff**.
7. To regularly **share good practice**.
8. To **support Middle Leaders** in managing students with more complex needs or deep-rooted challenging behaviours.
9. To **use behaviour data** to assess and drive school wide behaviour policy and practice.
10. To **quality assure** this policy.
11. To **handle complaints** regarding this policy, in line with the school complaints policy.
12. To **monitor the implementation and impact** of this policy, ensuring that it does not discriminate against any individual or groups of children.
13. At all times, **ensure effective safeguarding**, recording and reporting following our school policies.

### Governors:

1. To **quality assure and ratify** this policy.
2. To **monitor the implementation and impact** of this policy, ensuring that it does not discriminate against any individual or groups of children.
3. To **handle complaints** regarding this policy, in line with the school complaints policy.

### Students:

1. To comply with our **school policies**.
2. To comply with our four over-arching core values; **safe, smart, responsible, kind**.
3. To **treat others as you wish to be treated**.
4. To **report** to an adult in school, any unacceptable behaviour(s) or behaviour(s) that makes them feel concerned or uncomfortable.
5. To wear our school badge with **pride**.

### *In the classroom*

- To contribute towards a culture of exceptionally good behaviour which is **SAFE** for all with everyone protected from, and not exposed to harm, risk or danger.

- To be **SMART** in appearance and the choices we make, ensuring that we make the best decisions for everyone's learning and for being a positive contributor to the learning environment.
- To be **RESPONSIBLE** for ourselves and the choices we make (including the use of technology and interactions with others), taking ownership for learning and for behaviour so that we are all engaging and contributing to a positive and productive learning environment.
- To always be **KIND** and take our place in a fair and respectful community that values kindness, care, good humour, good temper, positive relationships and empathy for others.
- To always strive to be the best possible version of ourselves, displaying a genuine '**pride in our badge.**'

*Outside of classroom (including movement around the building and when representing the school in the community, when online and on external trips).*

- Students behave, without exception, in ways that are **safe, smart, responsible** and **kind** ensuring they are providing a positive impression of our school and displaying a genuine '**pride in our badge.**' Positive relationships are at the heart of everything we do.

In our corridors and around our school site we adhere to our 'CALM Corridors' approach:

- C** calm, courteous, considerate
- A** arms by side (hands and feet to ourselves)
- L** Lakelands values – safe, smart, responsible, kind
- M** moving quietly and respectfully

#### **Parents/Carers:**

- To **support their children in adhering to our policies**, core values, school rules and our expectations.
- To **support Lakelands Academy in upholding our policies** and core values, accepting and understanding the intent and implementation.
- To **inform the school** of any changes in circumstances that may affect their child's behaviour.
- To **discuss any behavioural concerns** with the appropriate staff promptly.
- To **take responsibility** for their children when travelling to and from school and when in the community.

# Supporting our Students at Lakelands Academy

There are a number of key staff who support our students on a day-to-day basis.

## Form Tutor

All students are placed in tutor groups (Houses) upon their arrival to our school. The form tutor is the first point of contact for their student's pastoral needs and also for parents/carers. They are central to the welfare, care, and guidance of their tutees. They see their students twice every day, once at the start of the day and again after lunch. This gives them the opportunity to support, monitor and drive standards in attendance, punctuality, uniform/appearance and behaviour.

## Teaching Assistants

Our Teaching Assistants support students in individual and group work. This includes specialist mentors for each area of need (Social Emotional Mental Health, Cognition and Learning, Communication and Interaction, Physical and Sensory).

## Year Leaders

Every year group has its own Year Leader. This provides an extra layer of pastoral support and will help students with any problems they may be encountering in their school life. Year Leaders are available for students and parents/carers as the need arises although they do also have a teaching timetable.

The Year Leaders play a very important role in the support and guidance of our students. They have a very good understanding of students in their care and monitor key aspects of each student including:

- Behaviour.
- Safeguarding.
- Attendance and punctuality.
- Uniform and appearance.
- Communicating with home.
- Working with external agencies who are involved with their students.
- Attending meetings.
- Supporting young people who require additional support at our school.

## Pastoral Support Officers

Lakelands Academy employs the equivalent of two full-time non-teaching Pastoral Support Officers who support and deputise for our teaching Year Leaders. In addition, they provide targeted support and intervention as well as being Deputy Designated Safeguarding Leads.

## **Wellbeing Centre**

Our Wellbeing Centre has two main functions.

It supports students displaying behaviour that is not currently in line with the school culture and ethos. This may be achieved through a combination of interventions, individual mentoring support and SEMH (Social, Emotional and Mental Health) therapeutic work.

Students receive targeted support from dedicated staff as a short-term intervention towards learning how to meet school expectations and be a positive contributor the culture being strived for.

It may also provide social and therapeutic support and mentoring for students who may not be able to fully access either school or their school timetable at any given time. This provision aims to remove the presenting barriers to ensure full access to and effective functioning within the school curriculum and wider society. The Wellbeing Centre aims to achieve this by supporting and developing resilience, confidence and self-worth.

## **SENDCo**

We have high expectations of all our students, including those with SEND. Our staff follow the professional guidance of the SENDCo to ensure reasonable adjustments are made where appropriate. Our SENDCo is a key member of staff in terms of seeking and advising on appropriate strategies and referrals where there are repeat incidents of poor behaviour for learning. They are also a member of the Senior Leadership Team.

## **LEAP (Learning, Education, Achievement, Progress)**

LEAP provides bespoke and individualised intervention for students who may benefit from additional support relating to their specific areas of need. Support is provided by staff who have specific qualifications and experience relating to the four areas of need as identified in the SEND Code of Practice 2014.

## **Designated Safeguarding Lead (DSL) and Deputies (DDSLs)**

Lakelands Academy is committed to keeping children safe both inside and outside school. We have a large team of trained Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs). The team includes our Assistant Headteacher/SENDCo as Lead DSL and a Lead Practitioner for Safeguarding as Senior Deputy DSL. Our Senior DDSL, working in collaboration with of the DSL, is the lead for day-to-day safeguarding/welfare disclosures and ongoing cases along with having a caseload for each of these key areas. All of our Year Leaders are DDSLs who, under the leadership of the Senior DDSL, oversee the safeguarding and child protection cases for their own year group with the assistance of our Pastoral Support Officers.

## **Attendance and Welfare Manager**

This post-holder, working under the strategic direction and leadership of the Senior Assistant Headteacher, ensures that children and families have access to high quality, structured support programmes that improve pupil safety, attendance and/or engagement with school. Our Attendance and Welfare Manager is also a Deputy Designated Safeguarding Lead working under the strategic direction of The Designated Safeguarding Lead and Senior Deputy Designated Safeguarding Lead. A key aspect of this role is to explore and analyse school, local and national data to identify and proactively act upon presenting patterns and trends as well as reacting to specific cases of poor attendance and welfare. Working with the attendance administrator and school data manager, they strive to understand the reasons for lower-than-expected attendance and to strategically plan to address this.

## **Education Welfare Officer**

Lakelands Academy works closely with Shropshire Local Authority and has a service level agreement with one of their EWO (Educational Welfare Officer) service. This role supports, drives and advises on school attendance, engagement and welfare issues. Our EWO works incredibly closely with our Attendance and Welfare Manager and Year Leaders, our Senior Assistant Headteacher (with responsibility for attendance) and our DSLs/DDSLS.

## **Mental Health Leads and Counsellors**

We have a Senior Mental Health Lead (Assistant Headteacher) and also employ an Art Therapist. In addition, our students have access to a School Counsellor, Healthy Lives Practitioner, School Nurse, School Chaplain and other support workers/professionals. Together they work to support our students with the challenges they are facing and enable them to feel heard, accepted and understood on issues such as anxiety, depression, bereavement, loss, stress, relationship difficulties, low self-esteem and anger management. Our Senior Mental Health Lead is also responsible for coordinating a whole school approach as well as close liaison with individuals and outside agencies, including other counsellors.

## **Senior Leadership Team**

All the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students. Many act as mentors to individual students who require further support. We endeavour to have a member of our SLT available at all times to meet with parents should the need arise.

# Rewards, Recognition and Consequences

Our philosophy involves students being rewarded and recognised whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships within the school ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work or assessments and around the school.
- As a school we promote the PiP (Praise in Public) and RiP (Remind in Private) approach as advocated by Paul Dix (Pivotal Education).
- All staff are familiar with the rewards and sanction policy and apply it fairly and consistently.
- 'R' values (please see below) add to individual student totals as well as contributing towards their House total.

	<b>Rewards</b>		<b>Consequences</b>
<b>R1</b>	1 House Point for Attitude to Learning/living our Lakelands values - <b>safe, smart, responsible, kind</b> (all of): <ul style="list-style-type: none"> <li>• Uniform</li> <li>• Equipment</li> <li>• Punctuality</li> <li>• Engagement</li> <li>• Positive participation</li> <li>• Homework complete and on time</li> <li>• Polite manners</li> </ul> <i>(Can be issued by all staff)</i>	<b>C1</b>	A C1 is entered for: <ul style="list-style-type: none"> <li>• Two clear verbal warnings for low level disruption linked to contravening '<b>safe, smart, responsible, kind.</b>'</li> </ul> <i>No detention set for C1s</i> <i>(Can be issued by all staff)</i>
<b>R2</b>	2 House Points for any of: <ul style="list-style-type: none"> <li>• Excellent effort</li> <li>• Excellent progress</li> <li>• Excellent participant</li> <li>• Excellent homework</li> <li>• Legend of the Lesson (House token given)</li> <li>• Receipt of a 'Golden Ticket'</li> <li>• Acts of selflessness/kindness</li> <li>• Volunteering around school</li> <li>• 100% Attendance for the Week</li> <li>• Respect for School Premises</li> <li>• Representing the school</li> <li>• Attending extra-curricular/House activities.</li> <li>• Mentoring/leadership/supporting</li> <li>• Reading for pleasure (unprompted)</li> </ul>	<b>C2</b>	A C2 is entered for: <ul style="list-style-type: none"> <li>• A third disruption linked to '<b>safe, smart, responsible, kind.</b>'</li> <li>• A more serious one-off incident linked to 'contravening '<b>safe, smart, responsible, kind.</b>'</li> <li>• Late to school on two occasions in any half term.</li> </ul> <i>In-school subject teacher or tutor detention with issuing teacher holding reflective conversation.</i> <i>(Can be issued by all staff)</i>

	<ul style="list-style-type: none"> <li>• Excellent attitude to reading within DEAR/library time</li> <li>• X amount of progress on Accelerated Reader</li> <li>• <i>(Can be issued by all staff)</i></li> </ul>		
<b>R3</b>	<p>3 House Points for any of:</p> <ul style="list-style-type: none"> <li>• Sustained effort</li> <li>• Sustained progress</li> <li>• Sustained contribution to extra-curricular activities/clubs/events/Student Senate</li> <li>• Subject Commendations</li> </ul> <p><i>(Can be issued by all staff)</i></p>	<b>C3</b>	<p>A C3 is entered for:</p> <ul style="list-style-type: none"> <li>• A more serious (than C2) one-off incident linked to 'contravening <b>'safe, smart, responsible, kind.'</b></li> <li>• Non-attendance at C2 detention.</li> <li>• Late to school on three occasions in any half term.</li> </ul> <p><i>In-school detention sat with Faculty Leader, Year Leader or Wellbeing Centre Staff to facilitate reflective work.</i></p> <p><i>(Can be issued by Middle Leaders)</i></p>
<b>R4</b>	<p>4 House Points for:</p> <ul style="list-style-type: none"> <li>• End of half term celebration awards</li> <li>• 100% attendance for a full half term</li> <li>• Outstanding contribution to Lakelands Academy/our community</li> </ul> <p><i>(Can be issued by Middle Leaders and SLT)</i></p>	<b>C4</b>	<p>A C4 is entered for:</p> <ul style="list-style-type: none"> <li>• Non-attendance at C3 detention.</li> <li>• A more serious (than C3) one-off incident linked to contravening <b>'safe, smart, responsible, kind.'</b></li> <li>• Late to school on four occasions in any half term.</li> </ul> <p><i>In-school reflection (social times) or after school detention (30 minutes) with Faculty Leader or Year Leader.</i></p> <p><i>(Can be issued by Middle Leaders and SLT)</i></p>
<b>R5</b>	<p>5 House Points for:</p> <ul style="list-style-type: none"> <li>• Thank You Friday (school expectations)</li> <li>• Senior Leadership Team Awards</li> </ul> <p><i>(Can be issued by Middle Leaders and SLT)</i></p>	<b>C5</b>	<p>A C5 is entered for:</p> <ul style="list-style-type: none"> <li>• A serious incident linked to <b>'Safe, smart, responsible, kind.'</b></li> <li>• Non-attendance at a C4 detention</li> <li>• Late to school on five or more occasions in any half term.</li> </ul> <p><i>In school reflection (social and academic) or after school detention (45 minutes) with SLT.</i></p> <p><i>(Can be issued by SLT)</i></p>

\*\* A student, at any stage of the consequences system, may benefit from additional support from one of our dedicated staff or resources.

## Rewards and Recognition

Students are issued with reward points for a whole range of positive behaviours every lesson. Alongside lesson reward points students can gain rewards for positive behaviour on corridors and at social times. Our staff log these within our rewards systems and students are given a range of rewards as they progress through a hierarchy of pre-determined totals.

Total points	Reward
500	Bronze Pin Badge
1000	Silver Pin Badge and early lunch pass
1250	Gold Pin Badge and free Lunch with Year Leader and Head Teacher.
1500	Platinum Pin Badge, letter of recognition and book voucher.

*\*Please note, the type of rewards and the hierarchy amounts are subject to change in response to student feedback and the monitoring of totals/their achievability.*

## Weekly Subject Commendation Certificates

Subject departments award commendation certificates to students in each year group each week. These can be issued for the following:

1. Living the school values.
2. Consistently good work, e.g. throughout a topic or half term period.
3. Good behaviour within the classroom.
4. Being consistently helpful and supportive within the lesson.
5. An outstanding piece of work.
6. Outstanding effort and commitment.
7. Regular attendance and positive participation in subject-specific clubs.
8. Outstanding progress.

## Thank You Friday

'Thank you Friday' is our way of recognising and rewarding students who consistently live our values (**safe, smart, responsible, kind**), displaying the standards, organisation and commitment that we expect at Lakelands Academy. This may include, amongst other things, excellent attendance and punctuality, having correct uniform, always arriving at lessons with the correct equipment, working with a smile on their face and showing resilience when faced with challenges. By doing these things, they give themselves the very best chance of achieving their potential and beyond. Each week, each department nominates one student per year group for this award and the winners are selected from these. All nominated students receive a certificate and recognition letter. The winning students are presented with a certificate, receive a recognition letter and are included in our weekly social media posts (where permissions allow).

## Golden Ticket Incentives

We launch our Golden ticket incentive each half term. The focus runs for a two-week period when staff award 'golden tickets' for students who are going above and beyond within lessons and/or around the academy site. This can be linked to behaviour and/or progress and staff are given guidance on specific areas to focus upon each time. Each academic year will include at least one focus on each of our four school values; **safe, smart, responsible, kind**. Staff give the tickets to students who deliver them to the centrally held post box outside the SENDCo's office. The more tickets a student earns, the more chances they have on being drawn. Live draws are completed by Year Leaders within tutor times or assemblies.

## End of Term Celebration Awards

Our End of term celebrations are led by Year Leaders who reward attainment, progress, behaviour and attendance. Students are consulted (including via our 'Student Senate') on the rewards they most value and this informs the prizes given to celebrate the successes of the term.

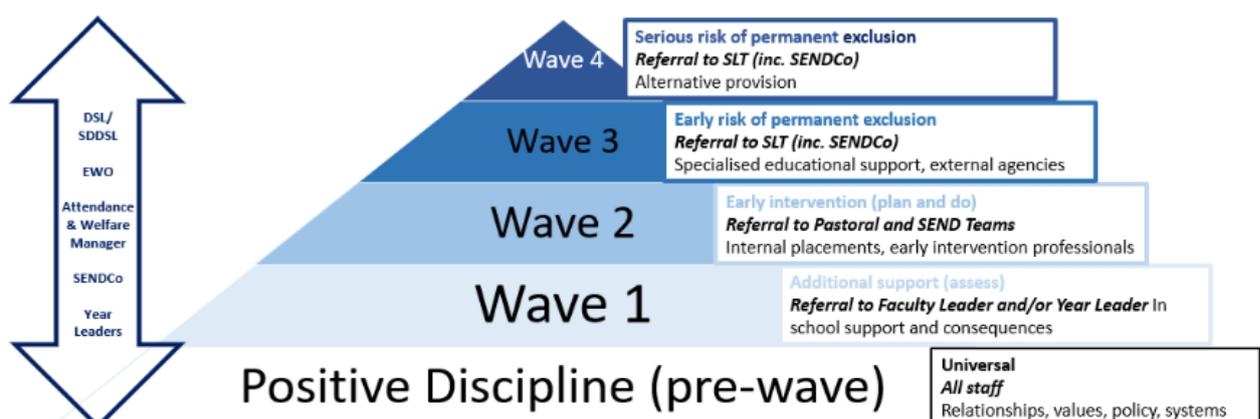
## Reward Point Milestones

This reward category forms part of our whole school system as a way of rewarding students for achieving pre-determined milestones (please see table preceding rewards and recognition table)

## Consequences

The consequences system is built upon our core values of being **safe, smart, responsible** and **kind**. Where appropriate, staff are informed of a student's particular needs via their school behaviour plan, which details any condition(s) or external factors which may affect or influence (but not excuse) behaviour. The school behaviour plan also details recommendations for responding to their behaviour effectively.

When considering appropriate consequences and the support required, we also consider where a student and/or their behaviour/an incident is located within our inclusion 'wave' pyramid (built on a graduated response):



## **Detentions**

Any student not complying with our behaviour for learning and relationships policy may receive detentions in-line with the details in the overview table at the top of this section.

## **Report Cards**

There are three stages of report cards which are used to encourage adherence to our behaviour for learning and relationships policy and our high expectations of students. Students may move between the stages as appropriate based on progress and the contextual information.

Stage 1 – Form Tutor/Class Teacher  
Stage 2 – Year Leader/Subject Leader  
Stage 3 – Senior Leadership Team

## **Internal Reflection**

In some instances, we may allocate a student some time for reflection as an alternative to issuing a suspension. This is especially the case when we believe therapeutic intervention and/or specific education/intervention programmes will better support the student/their circumstances and has the possibility to reduce the likelihood of repeat behaviour. Similarly, a placement in the Wellbeing Centre may be utilised on a student's return from a suspension to provide that therapeutic and/or behavioural support required.

## **Suspensions**

The school is committed to minimising suspensions. On occasions that a suspension is deemed as the most appropriate action the Headteacher follows Local Authority procedures. The duration of the suspension is at the discretion of the Headteacher.

Following any suspension the Year Leader will arrange a return to school meeting with the student and parent/carer as well as a lead member of SLT. Whenever possible, the SENDCo will be present for students with special educational needs. Where appropriate any link member of staff should attend, and a restorative justice approach used.

Students returning from a suspension are to be placed on a report card that is to be monitored by the appropriate Year leader/member of the pastoral team or the SENDCo in the case of students with special educational needs. For repeat suspensions, it may be appropriate for the pupil to report to a lead member of SLT. The appropriate Year Leader, Pastoral Support Officer, SENDCo or the pupil's key worker, will complete a working together document and a behaviour plan with the returning pupil.

## **School Team Around the Child (STAC) Meeting**

If a student's behaviour is causing continued concern, the parents/carers and the student may be invited to attend a STAC meeting in order to explore the reasons for the behaviour and the potential outcomes should the behaviour continue. The meeting will include staff with responsibilities, experience and expertise appropriate to the student and the presenting concerns who will consider, plan and agree an appropriate support pathway with the intention of bringing about positive change.

### **Alternative Provision**

The school has the authority to place students in a carefully matched and considered alternative provision that is appropriate to their presenting needs. This may be because a mainstream school setting is not meeting the needs of the student at that time or to re-engage a student with education.

### **Exclusion Prevention Meetings**

If a student's behaviour is causing serious concern, they have received repeat suspensions and/or are at risk of permanent exclusion, the student and their parent/carer will be invited to an exclusion prevention meeting. This formal panel, consisting of at least one School Governor, the Headteacher, Assistant Headteacher (and/or other members of the Senior Leadership Team – including the Assistant Headteacher/SENDCo for students with recognised or suspected special educational needs) and Year Leader, will outline the serious concerns, the reasons for them and the potential consequences of continued poor behaviour to ensure that the student and parents/carers understand that we will not accept their behaviour. They will be made aware of the further sanctions available to the school, one of which is permanent exclusion. External professionals and the Local Authority may also be invited to these meetings.

### **Alternatives to Permanent Exclusion**

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Headteacher may agree to an adapted, modified or reduced timetable that may include links with external agencies. This offer will provide bespoke education and training alongside behaviour modification programmes.

### **Permanent Exclusion**

A permanent exclusion may be sought for persistent disruptive behaviour or for a serious one-off offence. Lakelands Academy comply with all legislation relating to this.

### **Reasonable Adjustments**

A reasonable adjustment is a measure or action taken to help a student with a learning difficulty and/or disability to enable them to take part in their education on the same basis as their peers. At Lakelands Academy we are committed to making

reasonable adjustments for students with learning difficulties and/or disabilities.

Adjustments are made:

- in the classroom
- during social time
- to the premises

These adjustments often benefit not only the student involved but the entire school.

### **Examples of reasonable adjustments**

There are multiple kinds of adjustments we make to meet our student's needs. Examples include:

- providing access to classroom materials through various technologies.
- adapting the physical environment, for example, installing ramps.
- modifying the curriculum and assessments, for example allowing a student to answer assessments orally or using a computer.
- presenting classroom materials in a different way such as visual, oral or demonstrations.
- adapting teaching style, for example breaking lessons and/or activities into smaller sections so they are easier to understand.
- reducing the distance between classes/classrooms for students who have physical disabilities.
- giving extra time to move from class to class.
- allowing more time to complete an exam or assessment or giving the student rest breaks.
- planning excursions in accessible locations, for example making sure the location is wheelchair accessible.

Reasonable adjustments are also considered when behaviour fails to meet the standards expected. On these occasions, senior leaders will carefully consider whether it is reasonable to have expected the student to have upheld the standards given their specific needs and the challenges they face. Similarly, whether the likely consequence is appropriate to the individual and their circumstances; would an alternative consequence be more successful.

**We ask parents, carers and their families to support our systems so that we work in partnership to ensure the very best for our students.**

## **KEY ISSUES**

This section includes further information regarding issues that may be prevalent in schools across the country.

### **Mobile Phones**

We appreciate that students will often have mobile phones with them for safety on their way to and from school. However, they are not permitted to have a mobile phone visible whilst on school premises unless given permission by a member of staff. Any student whose mobile phone is either used, seen or heard will have it confiscated immediately, and their parents/carers may be called to collect it from school for repeat offences. Phones must never be taken into internal or public examinations.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues. (Links to the DFE document “Screening, Searching and Confiscation 2011”).

### **Social Media**

Whilst schools can support students where issues arise from the use of social media, it must be remembered that these issues can only occur outside of the school site (due to our mobile phone policy). As such, we politely remind parents and carers that it is their responsibility to monitor such issues and to report concerns to the police for investigation and possible action. Lakelands Academy will fully support the police with any investigations and will also provide appropriate support for our students, but it is not our role to police and investigate social media issues that occur away from the school site and outside of school hours.

### **Bullying**

In addition to the references made in this policy, please see appendix G.

### **Drugs/Alcohol**

Under no circumstances are students allowed to bring any form of drugs or alcohol onto school premises – except for prescribed medication which must be handed into the school office or to their Year Leader. Students who do so risk permanent exclusion. For more detailed information, please see appendix H.

### **Smoking/Vaping**

Any student found in possession of cigarettes, electronic cigarettes or smoking/vaping paraphernalia will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents/carers informed. Further detail is also included in appendix H.

## **High Caffeine Drinks**

These are not permissible in school (and should not be consumed prior to arriving at school) due to the health risks and detrimental impact they can have on the health and behaviour of children.

## **e-Watches/iPods/Music Players**

Students may not use these at school; other than e-Watches for time telling purposes.

## **Dress Code** (Please refer to page 25-28)

Students should always be in full school uniform. Special consideration may be given for students with particular conditions. This will be discussed and agreed with the SENDCo and or Headteacher.

## **Offensive Weapons**

Under no circumstances are students allowed to bring any form of weapon onto the premises of Lakelands Academy. Students who do so face permanent exclusion.

## **Searching Students**

On the very rare occasion when we may need to, school staff have the right to search students, with their consent, for any item which is banned by the school rules. Lakelands Academy follows The Department of Education Guidelines [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/Searching_Screening_and_Confiscation.pdf)

Very occasionally, but when required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items. Searches may only be carried out by staff of the same sex. There must always be a witness who, if at all possible, should also be of the same gender as the student.

Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of staff concerned will decide what constitutes 'reasonable grounds.'

Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the student, for example on a school trip. The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of Staff. Reasonable force may be used by the person carrying out the search, but this would be a very rare event.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

### **Informing Parents/Carers and Dealing with Complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search a student. There is no legal requirement to make or keep a record of a search. Lakelands Academy will inform parents or carers where alcohol, illegal drugs or potentially harmful substances are found and ask them to come into school immediately. If there are any complaints regarding searching, they are dealt with through our complaints procedure which is accessible on our website.

### **Use of Reasonable Force**

In accordance with current legislation and guidance, the circumstances that may justify the use of restrictive interventions include:

- When an individual poses a significant risk to self.
- When an individual poses a significant risk to others.
- When an individual causes damage to property that may result in significant risk of harm to self or others.

The use of reasonable force is an extremely rare event at Lakelands Academy and is only to be used as a last resort.

Restrictive intervention should be reasonable, proportionate, and least restrictive to maximise safety, minimise harm and retain dignity.

### **Behaviour in the Community**

Lakelands Academy has the authority to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This includes when the student is:

- Taking part in any school organised activity.
- Travelling to and from school wearing school uniform.
- In some way identified as a student at one of our schools.

Also, we will deal with any misbehaviour at any time that:

- Could have repercussions to the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

All staff should insist on responsible behaviour which complies with this policy.

## **Managing Allegations Against Staff**

The school places the safety and security of all its students above anything else. We take all reports of staff misbehaviour seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it then we must ensure our staff are protected, therefore the sanction is amongst the strongest we can take.

Where a student is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case-by-case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that student. It may be possible to seek an alternate place for some students within the authority through an LA agreed move; however, this is not always possible.

## Uniform

Lakelands Academy believes that the standard of how our students present themselves is a measure of their approach to their studies. With this in mind, our uniform standards are extremely high, and our students' appearance is expected to be outstanding at all times.



Our school inform consists of:

- **Black V-neck jumper with embroidered school badge. (Maroon Jumper for Year 11's).**
- **Plain white button shirt** - buttoned to the collar, top button must be fastened and long enough to tuck into trousers/skirt - no logos.
- **Plain black tailored school trousers or plain black tailored school shorts** - No jeans, jeans style with rivets or logos/labels, studs or zips, cargo pockets, corduroy, stretch or skinny fit, chinos or leggings.
- **Plain black knee length skirt** - appropriate style for school. Skirts must be tailored in style and/or pleated, with no fashion detailing such as pockets, patches or gold/silver-coloured zips. They should not be tight fitting, cling to the body or ride up whilst walking. Skater style skirts and stretch legging style materials are not appropriate.
- **School tie with House stripe** (clip on).
- **Plain black, grey or white socks or plain black/dark grey/skin colour tights.**

- **Plain Black 'formal' shoes** (no heels), **plain black trainers** (no other colours including coloured labels or logos) or **plain black 'formal' ankle boots** (no steel toe caps). Canvas style footwear and footwear with large logos or additional colours are not permitted.
- Plain belt (not thick fashion item).
- Black, grey or white turban for Sikh students only.
- Black, grey or white headscarf for Muslim students only.

Please also note:

- **No extreme haircuts/styles** - no less than grade 1 back and sides. Extreme styles (e.g. extreme spiked hair or tramlines), hair dyes that are not natural in colour (including more than one colour), coloured braids/coloured strands are not permitted.
- **No jewellery except a single small plain round gold or silver stud in each ear lobe.** New ear piercings should be done at the beginning of the summer holidays to ensure students can take them out for PE lessons from the start of term. No other piercings, particularly nose piercings, are permitted.
- **Only makeup that is natural in appearance.** We understand that light make-up, especially when applied to cover skin blemishes, can have a positive impact upon an individual's wellbeing and self-esteem. As a result, we permit light foundation only. Students should not apply dark or bright makeup, fake tan, drawn-on eyebrows or fake eyelashes. Nail varnish and false nails are also not permitted.

*\* As a guide to what constitutes natural in relation to hair dye and makeup, if a member of staff can notice obvious application/colouring, it will not be deemed as natural and will not therefore be permitted.*

## PE Kit

Our PE kit is an extension of our school uniform, with our standards and expectations remaining equally as high as they are for the main uniform. Full school PE kit must be worn by all students when in PE and this includes those who are not able to actively participate in the 'playing/performing.' This is for a number of reasons but not least because:

- Core PE is not an optional subject, but an integral part of the curriculum for all year groups.
- A student, even when not able to physically participate, is still a valued member of their PE class.
- Except in exceptional circumstances, there are other roles that a 'non-participant' can fulfil. This may include officiating, coaching/leading, analysing/providing feedback and supporting the staff member.
- If there is inclement weather, it ensures that school uniform remains clean, dry and warm.



Our PE kit consists of:

Compulsory:

- Blue and white Lakelands polo top
- Navy blue shorts/skort
- Navy blue football/hockey socks
- Plain White sports ankle socks
- Trainers suitable for indoor and outdoor wear

Optional:

- Rugby Shirt
- PE Fleece
- Navy blue tracksuit bottoms
- Navy blue base layer
- Navy blue Lakelands logo Leggings

BTEC PE students have the option to purchase the following additional items for wearing in their practical PE lessons only:

- Polo Shirt
- Hoodie

**\*\*Please note that all students must wear full PE kit for all PE lessons. This includes those who are ill, injured or who have forgotten their own kit. This is because these students are still very much a part of the lesson and will be assigned roles appropriate to the participation, they are able to have (e.g. coach, official, analyst, observer, assistant). Further, this ensures that school uniform remains dry, warm and clean if the PE lesson is taking place outside in inclement weather.**

**The items of our uniform that are specific to our school (e.g. those that include our school logo or House ties) are supplied by:**



[info@schoolshopdirect.co.uk](mailto:info@schoolshopdirect.co.uk)

**School Shop Direct**  
Unit 17-18 Sundorne Trade Park  
Featherbed Lane  
Shrewsbury  
Shropshire  
SY1 4NS 01743 440449

<https://schoolshopdirect.co.uk/>

**School Shop Direct**  
A6 Trem Y Dyffryn  
Colomendy Industrial Estate  
Denbigh  
Denbighshire  
LL16 5TX  
  
01745 813357

## **Attendance and Punctuality**

We are committed to meeting our obligation with regards to Academy attendance through our whole-academy culture and ethos that values excellent attendance. We expect all students to attend the Academy all of the time. We understand that there are occasions which mean students, are not able to attend, however it is the expectation that students should achieve 95-100% attendance every year. There is a very strong link between attendance and attainment. Students need to be in the Academy to be able to achieve their full potential.

Good punctuality is essential to make the most of students learning. If for any reason your child will be late, please inform the Academy via phone or email. The promotion of our attendance culture and ethos includes:

- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure pupils have the support in place to attend the Academy.
- We will also promote and support punctuality in attending lessons.

Every child has a right to access the education to which they are entitled. Parents, carers, and teachers share the responsibility for ensuring that attendance rates at Lakelands Academy are the best that they can be, and that absenteeism are kept to a minimum.

### **Unplanned Absence**

The pupil's parent/carer must notify the academy of the reason for the absence on the first day of an unplanned absence by 08.55am or as soon as practically possible by calling the academy attendance line (01691 622543).

If we do not receive a reason for absence, the child's absence will be marked as unauthorised until a sufficient explanation is received. Unauthorised absences could lead to involvement from our Education Welfare Officer for non-attendance.

We will mark absence due to illness as authorised unless the academy has a genuine concern about the authenticity of the illness or the regularity of illness sessions, or if an absence continues for five or more consecutive days without sufficient medical evidence.

If the authenticity of the illness is in doubt, the academy may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

## Planned Absence

Students should only be absent from the academy for valid reasons such as genuine illness or appointments. We will not accept absences for, as examples, childcare, parcel delivery, birthday, shopping, haircuts etc. These absences will be unauthorised.

Our Academy will not authorise absences for medical appointments where evidence is not supplied, an example of these are appointment letters, appointment texts, medical appointment cards and prescriptions.

Please report all absence and lates to the Academy administration team on 01691 622543 or via [admin@lakelandsacademy.org.uk](mailto:admin@lakelandsacademy.org.uk).

All Medical appointments should be made outside of academy time wherever possible or supported by valid appointment card/letter where this is not possible.

However, we encourage parents/carers to make medical and dental appointments out of Academy hours where possible. Where this is not possible, the pupil should be out of academy for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Parents/carers wishing to apply for leaves of absence during term time must complete a form which is appended to this policy (appendix 2) and is also available on request from the Academy reception.

There are multiple kinds of adjustments we make to meet our student's needs. Examples include:

- providing access to classroom materials through various technologies.
- adapting the physical environment, for example, installing ramps.
- modifying the curriculum and assessments, for example allowing a student to answer assessments orally or using a computer.
- presenting classroom materials in a different way such as visual, oral or demonstrations.
- adapting teaching style, for example breaking lessons and/or activities into smaller sections so they are easier to understand.
- reducing the distance between classes/classrooms for students who have physical disabilities.
- giving extra time to move from class to class.
- allowing more time to complete an exam or assessment or giving the student rest breaks.
- planning excursions in accessible locations, for example making sure the location is wheelchair accessible.

Reasonable adjustments are also considered when behaviour fails to meet the standards expected. On these occasions, senior leaders will carefully consider whether it is reasonable to have expected the student to have upheld the standards given their specific needs and the challenges they face. Similarly, whether the likely consequence is appropriate to the individual and their circumstances; would an alternative consequence be more successful.

## **Punctuality**

Good punctuality is essential to make the most of students learning. We expect students to be in school on time. School starts at 9.00am by which time students must be present for registration. As such, students must arrive no later than 8.55am ready for the sounding of the bell. We encourage all students to arrive on the school premises no later than 8.50am. If for any reason your child will be late, please inform the Attendance Team using the contact details above.

Detentions are issued each second occasion a student is late. Any ongoing concerns around punctuality will be addressed by the Form Tutor/ Year Leader/Senior Leader in charge of attendance/EWO and the pupil's parents or carers will be invited into the Academy to discuss this.

Detentions are issued from the second time a student is late without a valid reason. Any adjustments to this will be agreed by the relevant member of SLT and the SENDCo in the case of students with special educational needs.

## **Reduced Timetables**

The Headteacher (or Deputy Headteacher in the Headteacher's absence) must approve the use of any reduced timetable which should be supported by our EWO (Educational Welfare Officer). In cases of students with special educational needs, our SENDCo will play a lead role, in conjunction with the above staff. The decision-making process will be linked specifically to the individual case. All students on roll at the school who are subject to a reduced timetable will be made known to the EWO (Educational Welfare Officer) and local authority.

Lakelands Values



### Definitions

Lakelands Academy defines unacceptable behaviour as any behaviour which may cause harm to oneself or others, negatively impact the learning, progress, or wider school experience of others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Harassment – behaviour towards others which is unwanted, intimidating, offensive and/or affects the dignity of the individual or group of individuals.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Any form of child-on-child abuse.
- Verbal abuse towards staff, students or any member of the Lakelands community.
- Possession of, or dealing/supplying, legal or illegal drugs, alcohol, tobacco or vaping products.
- Under the influence of legal or illegal drugs, alcohol
- Possession of any banned items.
- Truancy (including internal truancy).
- Persistent defiance.
- Refusal to follow staff instructions/direction.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Vandalism.

- Swearing, racist remarks or threatening language and/or behaviour.
- Violence, fighting or aggression towards any member of the school community.
- Any verbal or physical threatening/intimidating behaviour towards staff or students.
- Any form of physical contact with staff.
- Repeated or persistent lateness to school and/or lessons.
- Any 'low level' disruption such as talking over/distracting others or refusing to sit where placed within a seating plan.
- Failure to complete classwork to the standard a pupil is capable of.
- Rudeness.
- Not being prepared for learning (e.g. not having essential equipment without good reason).
- Refusing or failing to complete homework, submitting incomplete homework, or arriving at school without homework without good reason.
- Disruption on public transport/school bus service/whilst cycling to/from school.
- Use of mobile phones without permission.
- Graffiti and vandalism.
- Other anti-social behaviours.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of students.
- Any behaviour that negatively impacts the efficient and effective operation of the school.
- Any contravention of our school values; **safe, smart, responsible** and **kind**.
- Any contravention of our 'CALM Corridors' approach (see appendix C)

## CALM Corridors



**CALM** Corridors



**C** Calm, Courteous, Considerate

**A** Arms by sides (hands and feet to ourselves)

**L** Lakelands values – Safe, Smart, Responsible, Kind

**M** Moving quietly and respectfully

Thank you for being **CALM** and supporting everyone's safety, wellbeing and learning.

## **Smoking, vaping and controlled substances**

In accordance with part 1 of the Health Act 2006, Lakelands Academy is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes/vapes, vape fluid, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

Lakelands Academy has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will store the sample in the school safe.

The incident will be reported to the police immediately. The police may then collect the item and deal with it in line with their agreed protocols.

Lakelands Academy will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

### Child-on-child sexual violence and sexual harassment

Lakelands Academy prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Behaviour of this kind is never tolerated and will be sanctioned appropriately.

Types of conduct that are prohibited at Lakelands Academy and that may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity.
- Sexual comments, such as making lewd comments or sexual remarks about clothing and/or appearance and calling someone sexualised names.
- Sexual 'jokes', 'banter' or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions. These actions are never 'jokes' and are never 'banter.'
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, or online behaviour.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature.
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, up skirting, down blousing or flashing.
- Purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography.
  - Sharing pornography and other inappropriate material via the internet, applications or email.
  - Creating or maintaining websites with sexual content.
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.

Lakelands Academy will respond promptly and appropriately to any child-on-child complaints in line with our Safeguarding and Child Protection Policy and Keeping Children Safe in Education. Appropriate steps will be taken to stop the harassment,

support the victim(s) and prevent any reoccurrence as well as to educate the perpetrator(s).

Sanctions for incidents of child-on-child abuse will be determined based on the nature of the case, the ages and possible additional needs of those involved and any previous related incidents.

## Items banned from the premises of Lakelands Academy

The following items are banned from the school premises:

- Fire lighting equipment (matches, lighters).
- Non-prescribed drugs (including legal and illegal highs).
- Cigarettes and nicotine products.
- Vapes and e-cigarettes.
- Alcohol.
- Solvents.
- Weapons (including self-made or adapted 'everyday'/permitted items).
- Knives or other sharp/bladed items.
- Catapults.
- Guns (including replicas and BB guns).
- Laser pens.
- Fireworks and pyrotechnics.
- Chemicals.
- Caffeinated energy drinks.
- Pornographic material
- Any other illegal or banned item/substance.
- Any item that a member of staff reasonably suspects has been or may be used to:
  - Harm themselves
  - Harm others
  - Commit an offence

The Headteacher and the staff they authorise have a statutory power to search a pupil and/or their possessions when they have reasonable grounds to suspect they have an item from the banned list.

Staff members may instruct a student to remove outer clothing, including hats, scarves, shoes, boots and coats.

A staff member carrying out a search is permitted to confiscate any item which they have reasonable grounds to suspect is a prohibited item and will always air on the side of caution.

Lakelands Academy is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, vapes or tobacco), from the school office.

The Headteacher will always be notified when any item is confiscated.

### Bullying

At Lakelands Academy we are committed to providing a caring, friendly, harmonious, inclusive and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. For this reason, we will not tolerate bullying.

Bullying of any kind is unacceptable at our academy or elsewhere in society. If bullying does occur, all students should feel able and confident to report this. Knowing that incidents will be dealt with promptly and effectively and that they will be appropriately supported. We are a *TELLING* academy. This means that anyone who knows that bullying is happening should tell a member of staff or report it via our Orchid system.

Bullying is the use of a range of tactics which have the intention of hurting another person which can result in pain and distress to the victim and is defined as a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

- Emotional - being unfriendly, excluding, tormenting.
- Physical - hitting, kicking, pushing, taking another's belongings, any use of violence.
- Prejudice-based and discriminatory (including Racial, Faith-based, Gendered (sexist), Homophobic/Biphobic/Transphobic, Disability-based) - taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
- Sexual - explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber-bullying - bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Signs and Symptoms:

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Does not want to travel on the school or service bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Begins stammering.

- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning – or claims to.
- Begins to do less well in academically.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or “go missing.”
- Asks for money or starts stealing money (to pay bully).
- Continually ‘loses’ items.
- Has unexplained cuts or bruises.
- Comes home starving (lunch has been stolen/food bought for others).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Loses appetite or stops eating.
- Is frightened to say what’s wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous and ‘jumpy’ when a text message or email is received.
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### Drugs

As part of our statutory duty to promote students' wellbeing, we recognise that we have a clear and important role to play in preventing drug and substance misuse. This section of this policy applies to the school premises, the school day, while travelling to and from school, journeys in school time, work experience, day and residential trips and in any circumstances when the school is deemed to be in loco parentis. Under no circumstances is anyone allowed to bring any form of drugs, alcohol or illegal substances onto the school site or to any school-related activity.

The definition of a drug given by the United Nations office on Drugs and Crime is: "A substance people take to change the way they feel, think or behave". Here, "drugs" and "drug education" is used to refer to:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrites (known as poppers) and new psychoactive drugs ('legal highs')
- All over the counter and prescription medicines.

For the purpose of this policy, drug-related incidents include the following:

- Drugs or drugs paraphernalia found on school premises.
- Students in possession of illegal or unauthorised drugs.
- Students supplying unauthorised or illegal drugs.
- Students under the influence of drugs or exhibiting signs of intoxication or illness.
- Disclosure of drug use.
- Information which suggests student(s) are involved in substance misuse.
- Illegitimate sale/supply of drugs in the school vicinity.
- Involvement in 'county line' or gang-related drug issues.

If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or imbibing):

- Utmost priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- The Headteacher or an available member of SLT will be informed of the situation immediately.
- Dialogue with the student(s) will be undertaken by the Headteacher or a member of SLT as soon as possible in order to determine the facts. The emphasis will be on listening to what people have to say and asking open rather than closed or leading questions. Consideration will be given to separating any students involved in the incident and ensuring that a second adult witness is present.
- The Headteacher or a member of SLT will inform, consult and involve others as necessary. Careful attention will be given to respecting the confidentiality of those involved.
- Where they have reasonable grounds for suspecting that a student(s) may

have an illegal or unauthorised drug, they will be escorted to a senior member of staff who will make every effort to encourage the individual to hand the item(s) over voluntarily, in the presence of a second member of staff. Where possible the gender of the member of staff carrying out a search will correspond to the gender of the student. Where the individual refuses, the Headteacher, or member of staff authorised by them, may exercise their statutory power to search the student(s) or their possessions, without consent. (Education and Inspections Act 2006 (s93)).

- Staff may search school property, for example, students' lockers, if they believe drugs to be stored there. Prior consent will always be sought. Individuals will be made aware that if consent is refused the school may wish to proceed with a search.
- After any search involving students, parents/carers will normally be contacted by the school, regardless of whether the result of the search was positive or negative.
- Any substance suspected of being a drug will be confiscated. In taking temporary possession of a suspected substance, a second adult witness will be present, the sample will be sealed in a plastic bag with details of the date, time and witness present and then locked in a secure location. If the substance is suspected to be an illegal drug, the police will be notified immediately, in order that they may collect it for identification and then store or dispose of it in line with locally agreed protocols. In the majority of cases, parents will be notified immediately unless this is not in the best interests of the student.
- A detailed record of the incident will be made by the Headteacher or DSL. A copy of the record will be maintained by the Headteacher and DSL. There will be no other copies of the incidents.
- The school will maintain vigilance about drug-related incidents in the local community through contact with police and other relevant agencies.

Lakelands Academy will consider each incident individually and will employ a range of responses to deal with each incident. Any response will balance the needs of the individual with those of the wider community and will aim to provide students with the opportunity to learn from their mistakes and develop as individuals. Possible responses include targeted intervention, referral to specialist organisations, counselling, behaviour support plans, inter-agency programmes, suspension, pastoral support programmes, presentation to FAP (local authority fair access panel), permanent exclusion.

Permanent exclusion is more likely to be enacted in serious cases where; there is a serious breach; a persistent breach; allowing a student to remain at Lakelands Academy would seriously harm the education, safety or welfare of the student themselves or of others in/associated with the school; retaining their place could have repercussions for the orderly running of the school; it could adversely affect the reputation of the school.

### **Drug (and substance misuse) Education**

We believe that education and early intervention, where possible, is significant.

The process of identifying needs should aim to distinguish between students who require general information, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support. In providing drugs education and responding to incidents involving drugs, our first concern is the pastoral care and health and safety of students.

The following aims of drug education at Lakelands Academy will be consistent with the values and ethos of the school and laws of society as well as being appropriate to the age, ability and maturity of the students, and relevant to their particular circumstances:

- To increase students' knowledge and understanding and clarify misconceptions about - the short and long-term effects and risks of drugs - the rules and laws relating to drugs - the impact of drugs on individuals, families and communities - local and national use - the complex moral, social, emotional and political issues surrounding drugs - the risk associated with 'county lines' and gang-related drugs issues.
- To develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including - promoting positive attitudes to healthy lifestyles - assessing, avoiding and managing risk - communicating effectively - resisting pressures - finding information, help and advice - devising problem-solving and coping strategies - developing and maintaining self-awareness and self-esteem in order to motivate them to value their welfare and conscientious care of themselves.
- To enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.
- To ensure that students have access to and knowledge of up-to-date information as sources of help. This includes local and national helplines, local youth and community services and drug services.

Our school provides a planned drug education curriculum as follows:

*Science:*

Drug and Substance misuse and the associated implications are discussed within the following Science curriculum programmes of study. For further information please see Science curriculum documentation. There may be times in lessons where topics arise in the below areas and these are discussed in a scientific way, in a safe learning environment to allow students to make informed, safe decisions both in and out of school situations, to keep them safe and healthy.

- (i) KS3  
Year 7 – Reproduction – Adolescence, reproductive systems, fertilisation and implantation, development of the foetus and the menstrual cycle are covered here. Along with reproduction in flowering plants.  
Year 8 – The impacts Drugs, Alcohol and Smoking on the health and the behaviour of the human body is discussed and explored.
- (ii) KS4

- a. B6 - Preventing and Treating disease- The development of medicinal drugs and the testing that is involved to ensure safety is explored in comparison to non-medically tested drugs.
- b. B10 - The Human nervous system - The reaction time of a person is investigated as part of a scientific required practical. As part of this students discuss the impact of drugs e.g., Stimulants and depressants, on reaction time.
- c. B11 – Principles of Hormonal Control – The role of hormones, including sex hormones, development of secondary sexual characteristics, the menstrual cycle and how this is controlled by hormones and methods of contraception. Infertility treatments such as IVF are also covered in this topic. This topic includes physical methods of contraception.
- d. P10 - Forces and motion - The impact of changing reaction (thinking) time using drugs, stimulants and depressants, is discussed in terms of thinking distance and the subsequent impacts when operating a vehicle.

### *PSHE:*

Key Stage 3 and 4 includes specific drugs education such as “facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves”, “ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations” as well as other topics that reflect knowledge, understanding, attitudes and social skills.

PSHE at Key Stages 3 and 4 contributes to drug education e.g. by providing opportunities to understand rules and laws and how they relate to rights and responsibilities, to explore moral, social and cultural issues and to discuss and debate topical issues. Further details of the programme can be found in the curriculum documentation and specific detail about approach and content can be obtained from the school.

### Year 7

Spring 1: Physical Health, Hygiene and Exercise. The importance of maintaining good physical health, through healthy actions, such as balanced diet and avoiding excessive alcohol and substance misuse.

### Year 8

Spring 2: Smoking and alcohol use. The effects of smoking and excessive alcohol use, and the importance of avoiding illegal substances.

### Year 9

Autumn 1: Peer Pressure. How peer pressure can lead to substance misuse, and signs of exploitation, including County Lines.

Autumn 1: Risk – Taking behaviour. Exploring the consequences of being under the influence of drugs or alcohol.

Autumn 2: Drugs and the Law. What illegal drugs are, the physical impacts of them and the harm they can cause. The legal categories and consequences of handling/using them.

#### Year 10

Autumn 1: Antisocial behaviour. How substance misuse can lead to antisocial behaviour, and potential legal consequences.

Autumn 2: Relationships and peer pressure. How peer/partner pressure can lead to substance misuse and recognising the early warning signs of a coercive controlling relationship.

Spring 2. Sick Party: A three-lesson topic that discusses child exploitation in detail, including the 'boyfriend model', legal implications of drug use and avoiding.

#### Year 11

Autumn 1: Physical and Sexual Health. Considering consent under the influence of drugs or alcohol.