

The Leigh Academy
Student Handbook

Important Details
Personal Information

Name: _____ Tutor Group: _____

Address: _____

Tel No: _____

Emergency Contact and Tel No: _____

Term	Starts	Ends
Module 1		
Module 2		
Module 3		
Module 4		
Module 5		
Module 6		

Academy Information

Main Academy Number: 01322 620 400

Brunel College: 01322 620 507

Chaucer College: 01322 620 511

Darwin College: 01322 620 508

Da Vinci College: 01322 620 520

Address:

The Leigh Academy
Green Street Green Road
Dartford
Kent
DA1 1QE

www.leighacademy.org.uk

Uniform Stockists

Longfield Wools
25 Wakefield Street
St George's Centre
Gravesend
Kent
DA11 0TD
01474 351 190

Brigade Clothing Limited
Torrington Avenue
Coventry
CV4 9US
www.brigade.uk.com

**THE LEIGH ACADEMY
STUDENT HANDBOOK**

CONTENTS	PAGE
The Leigh Academy Vision	3
Who is Who?	4
One Academy, Four Colleges	
Brunel College	5
Chaucer College	6
Darwin College	7
Da Vinci College	8
The Academy Day	9
Tutor Groups & Teaching Sets	12
Equipment List	13
Standards and Expectations	14
Rewards and Consequences	16
Student Responsibilities	19
Charter on Bullying	20
Uniform	21
Library and Resources Centre	22
Academic Planner	23
Weekly Diary	24

The Leigh Academy Vision

The Leigh Academy inspires the next generation, striving for **excellence** and outstanding outcomes for all by

- ❖ **Challenging** all members of our community.
- ❖ Building effective **partnerships**.
- ❖ Ensuring **consistent** approaches.

The Leigh Academy is made up of four Colleges:

Brunel College,
Chaucer College,
Darwin College and
Da Vinci College.

Each College has the same number of staff and students and everyone works together to achieve excellent outcomes for all students.

Each College has its own ethos which makes it unique. Beginning with the College colours and including a shared community spirit, which unifies students within each College and contributes to intra-College competition in sporting and other events.

Who is Who?



Julia Collins
Academy Principal
Chaucer College and
Darwin College



Sharon Waterman
Trust Principal



Faye McGill
Academy Principal
Brunel College and
Da Vinci College



Mike Williams
Vice Principal
Chaucer College



Stuart Lindars
Vice Principal
Darwin College



Kevin Brewer
Vice Principal
Da Vinci College



Mark Shepherd
Vice Principal
Brunel College



Sarah McCabe-Knowles
Assistant Vice Principal
Chaucer and Darwin Colleges



Lee Forcella Burton
Assistant Vice Principal
Da Vinci and Brunel College



Louise Taylor
SSM
Chaucer College



Donna Neve
SSM
Darwin College

Student Service Managers



Sheena Turner
SSM
Da Vinci College



Allieu Jalloh
SSM
Brunel College

Nita Butler

Director of Inclusion/SENCO

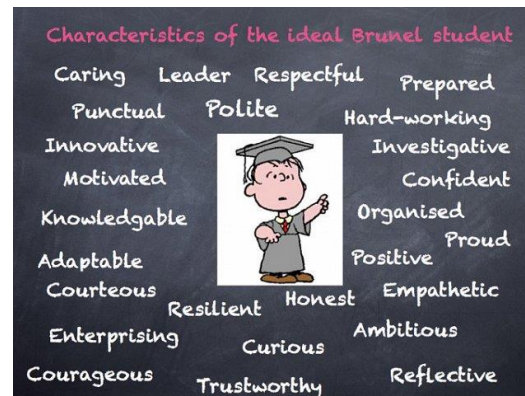
Welcome to Brunel College

Isambard Kingdom Brunel epitomises everything we are about here in Brunel College – pushing boundaries of achievement. Achievement can come in many guises and for Brunel it centred on innovation, a trait we instill in our students at every opportunity. The work for which Brunel is probably best remembered is his construction of a network of tunnels, bridges and viaducts for the Great Western Railway. This reduced the journey time from London to Bristol from 2.5 days to 2.5 hours! Brunel also designed the iconic Clifton Suspension Bridge over the river Avon so it is no wonder he was recently voted the 2nd in a poll of the ‘100 greatest Britons’.



Achievement for Brunel students is wide and varied. Academic progress is at the centre of Teaching and Learning and carefully monitored from their starting point in Year 7. Lessons are planned to meet the needs of all students and intervention strategies are implemented as early as possible to ensure those at risk of not making rapid and sustained progress are supported appropriately.

While academic achievement is an important consideration, the teachers in Brunel also understand the need for developing the skills and characteristics necessary to become an effective citizen in our 21st Century society. In every classroom in Brunel, the students can see an image designed by the teachers of the ‘characteristics of the ideal Brunel student’: One underpinning value is at the centre of everything we do in Brunel – how will the students benefit? Students have a key role in this and the Brunel student voice brings some excellent suggestions and innovative ideas for us to implement and improve the college. The team of student co-constructors who collaboratively plan elements of lessons with teachers give another insight in to how we can present tasks and challenges in a student oriented way. Opportunity to get involved in day-to-day life in Brunel really is available to all.



Welcome to Chaucer College

Chaucer College is a learning community that strives for excellence. We are proud of our students who learn because they want to learn. We work in an excellent environment that allows students and staff to benefit from inspirational learning spaces and the latest technology.

Students are based in their own school where they are taught by Chaucer staff that know each individual. Students and staff work together as one harmonious community. Students are proud of their distinctive blue uniform. The colour blue conveys a sense of trust, peace, loyalty and understanding; qualities we promote in Chaucer College.

We draw inspiration from Geoffrey Chaucer – the first major English poet and one of the greatest. He was an innovator preferring to write in his native tongue, blending French and Latin into a truly English style. He was determined and flourished in a turbulent period in European history. He travelled in France and Italy. He inspired many writers and artists. Chaucer's 'Canterbury Tales' are a collection of stories told by a rich range of characters as they journeyed from the Tabard Inn in Southwark to Canterbury – people on a journey learning from each other.



Students and staff at Chaucer College are on their own journey – a learning one. We aim to make our journey just as inspirational and as rewarding as Chaucer's as students are encouraged to promote and develop the **CHAUCERS...**

C – Courage– students show that they do not just give up when things get difficult – they develop resilience and resourcefulness

H – Heart - students show they are part of the Chaucer community, by helping others and caring for their peers.

A – Achievement – students should always aim to achieve highly

U – Upbeat - students show a positive attitude to learning

C- Creative – students develop original ideas and innovation

E – Enterprising – students are ambitious and hard-working. Chaucer College is linked with Business and Enterprise and students are encouraged to try new things and develop a 'Can do' attitude.

R – Respect - students should respect themselves and respect others by developing strong relationships with members of the school and community.

Welcome to Darwin College

'In the long history of human kind those who have learned to collaborate and improvise the most effectively have prevailed.' - Charles Darwin

Using the great English naturalist Charles Darwin as our inspiration, we have created the 'Big Picture' for Darwin College students to enable them to identify what we are all trying to achieve and the journey our students will take during their time in Darwin.

Big Picture for Darwin College

To provide Darwin College students with a challenging and engaging curriculum which meets the needs and aspirations of all learners to enable them to achieve their potential.

Equipping our students with the skills they will need to meet the demands and challenges they will face when managing their lives, we will aim to develop Darwin College students to become:

1. *Successful and committed learners* – who achieve, make good progress and enjoy learning
2. *Confident and courageous learners* – who are able to take and manage risks in order to live healthy, safe and fulfilling lives
3. *Responsible and collaborative learners* – who are able to make a positive contribution to the wider community

With the 'Big Picture' in mind we have also created the motto for Darwin College:

'Courage, Commitment, Collaboration'

"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change". - Charles Darwin

We value personal and social skills ensuring students learn how to co-operate, work in teams and respect others. We expect our students to learn because they want to learn and that they are motivated and enthused by the topics they study, the practical work and the state of the art technology.

Darwin staff have created the 'Darwin Student Criteria' that identifies the skills, qualities and attributes we aspire for our students to achieve.

Darwin students are treated as individuals and regularly use the Darwin PRIDE Principles to help them to understand the high expectations and standards we require from all members of the Darwin community.

Darwin PRIDE:

P – PERSONAL BEST, students should try their best in all aspects of learning, meeting and exceeding their **minimum target grade**

R – RESPECT and FRIENDSHIP, students should respect themselves, all members of the school and local community and the environment

I – INSPIRATION, students should be inspired to achieve, take part in extra curricular opportunities

D – DETERMINATION and COURAGE, students should show that they do not just give up when things may be difficult and have the skills of **resilience** and resourcefulness

E – EQUALITY and DIVERSITY, students should be respectful of others' abilities, cultures and values.



Welcome to Da Vinci College

Da Vinci College is one of four Colleges, which constitute The Leigh Academy, named after Leonardo da Vinci, most famously known for his artistic genius.

Da Vinci College leads The Academy in the Expressive Arts – Art, Music, Drama and Media Studies and English. In naming a college with these specialisms consideration was given to numerous historical figures who could symbolise our college's commitment to lifelong learning, not just in The Arts but also in all aspects of the curriculum.

The historical figure who most represented this concept was Leonardo da Vinci – a true polymath i.e. one versed in many learned subjects. Da Vinci embraced the disciplines of art and architecture, poetry, music, technology, engineering, science and many more. He had a "love for learning", which he pursued throughout his long life.

Da Vinci College is a learning community with students aged 11 – 18, who are, for the most part, taught by Da Vinci staff in our own physical space, except for the specialist subjects, such as Sport / Arts / Technology and Business and Enterprise.

The Da Vinci College ethos is developed by promoting a system of shared personal values, summed up in the "5 R's" of relationships, resilience, rights, responsibilities and respect for learning, property and persons. These are encouraged through, and enhanced by, the vertical Tutor Group system, where students of all ages are grouped together for mutual support and the development of community identity, along with weekly assemblies, by the staff and student senior teams and, at times, presented by the Tutor Groups themselves. Charity and fund-raising events, competitions, mentoring and other activities and events all support a culture that will improve the learning for all students who are members of Da Vinci College.

Our philosophy can be summed up by Leonardo himself, who stated, "I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do."

THE ACADEMY DAY

The Academy will be open from 7.00 a.m. every day. You must be at The Academy by 8.20 a.m. so that you can go straight to your first lesson for 8.25 a.m. The Academy will close at 5pm, unless you are working under the direction of a teacher.

The Daily Timetable

The day is based on four lessons, two in the morning and two in the afternoon, of 90 minutes approximately, except for Wednesdays and Fridays, when lessons are shorter. There are only three lessons on Wednesdays.

The first lesson begins at 8.30 a.m., which means you must be here by 8.20 a.m. and in your classroom by 8.25 a.m. You will have the register taken in class. If you have not arrived by 8.30 a.m. you will be marked as late.

You must move quickly and quietly between lessons.

There is a morning break of 20-30 minutes, on a rolling rota, when you can relax, or take some refreshment. The restaurant will be open for drinks and snacks.

In wet or very cold weather you may be required to stay in the restaurant during break/lunch.

At lunchtime, all students should go to the restaurant, at the time stated, on the lunch rota. A full range of meals, including snacks, will be available. Students who bring a packed lunch should go to the assigned area to eat it.

	Period 1	Break (Ch/Da) Tutor (Br/Dv)	Break (Br/Dv) Tutor (Ch/Da)	Period 2	Period 3 (incl 30 mins lunch)	Period 4
	08:30 – 10.00 (incl RC)	10.00 - 10:30	10:30 – 11.00	11.00 - 12:30	12:30 - 14:30	14:30 - 15:40
Monday	90	30	30	90	90	70
Tuesday	90	30	30	90	90	70
Thursday	90	30	30	90	90	70
Wednesday	08:30 – 10.00 (incl RC)	10.00 - 10:20	10:20 - 10:40	10:40 – 12.00	12.00 – 14.00	
	90	20	20	60	90	
Friday	08:30 – 10.00 (incl RC)	10.00 - 10:30	10:30 – 11.00	11.00 – 12.30	12:30 - 14:30	14:30 - 15:30
	90	30	30	90	90	60

Movement between Lessons

You should go to each class promptly, in order that your teachers can call the register promptly and be ready to start teaching at the correct time.

When moving about the site walk briskly. **DO NOT RUN.** Take care not to impede anyone else.

Leaving The Academy Premises

If you need to leave the Academy, during the day, for a medical or other appointment, you must:

1. Bring a note beforehand and give it to your Tutor/Teacher and then sign out at Reception.
2. Sign in again at Reception, if you return the same day.

Permission To Be Out Of Class

No student should be out of the classroom during lesson time, except with the permission of the teacher. If you leave the classroom for any reason, you must have a note from your teacher.

Medical

If you are feeling unwell and really cannot stay in the classroom, your teacher will agree to let you go to get medical help. He or she will write a note and probably ask another student to accompany you to your College Admin Office. If you feel unwell at break or lunchtimes report to the teacher on duty.

If you need to take medication during the Academy day, your parent/carer will need to complete a medical form which can be collected from main reception.

Any student who finds it necessary to telephone home during Academy hours, to inform parents of a change in school arrangements, should ask a member of staff for permission to use a telephone. Only with staff approval will students have access to a telephone. **Personal mobile phones must not be used,** without the express permission of a teacher.

Absence

If you are absent for any reason, your College Admin Office should be informed by telephone, on the morning of the first absence and each subsequent day unless a fixed period is notified. If you do not bring a note signed by your parent/carer, your absence will be recorded as unauthorised absences. If you are to be absent for a long period of time and are likely to miss a lot of work, it is a good idea to contact your Tutor and ask if work can be sent home.

REMEMBER: We expect you to aim for 100% attendance

Bicycles



You must only cycle to and from The Academy wearing a safety helmet. You will need a chain and a padlock to secure your bicycle to the stands in the bicycle park.

You must **NEVER** cycle in the grounds, even when you think no-one is around. If you do, you may be forbidden to use your bicycle for transport. All bicycles are to be left in the designated area.

Fire Drill



When the fire alarm sounds you should stop talking immediately and await your teacher's instructions to vacate the building. No books or bags should be taken out of the room. Students should leave the room quickly and quietly, by the nearest exit.

At the Assembly Point, students should line up in Tutor Groups and wait **in silence**, while registers are checked. Tutor Groups must remain in place until dismissed by the senior member of staff present.

Each college has an assembly point and you will be informed of this on your first day at the Academy.

REMEMBER: One day there could be a real fire and lives might depend upon your ability to carry out these instructions quickly and properly.

TUTOR GROUPS & TEACHING GROUPS

You will be placed in a Tutor Group within your College with a mixture of girls and boys from Year 7 to Year 10. You will usually remain in this group until the end of Year 10. You will then be placed in an Upper Tutor Group with a mixture of students from Year 11 to year 13.

Your Tutor

Your Tutor's main role is to help you to organise and manage your learning and ensure your welfare. In addition to registering you and monitoring your attendance she/he will check that you are informed of everything that is going on and that you have no problems. She/he will check that you have done your homework, some of which may be completed during Tutor Time.

If you have difficulties of any kind, the first person to talk to is your Tutor. The Tutor period is an important part of delivering SMSC in the Academy (the Spiritual, Moral, Social and Cultural Programme), which deals with topics to help you live and work together and prepare for adult life. As well as promoting fundamental British values. As part of the Tutor period there will be a time for quiet reflection and discussion and you will also attend assemblies, delivered by a member of the Senior Leadership Team of your College, and on a rota by each Tutor Group.

Your Tutor may also be contacted by email: use the staff name, including full stop, followed by the phrase @leighacademy.org.uk (e.g. julia.collins@leighacademy.org.uk)

These can be found on the website.

www.leighacademy.org.uk

Look under your College's staff list.

The Subjects You Will Study

You will follow a two-week timetable of lessons during which you will study all of the subjects in the National Curriculum, but they may be named or organised in ways with which you are not familiar.

PE will cover a wide range of activities, including Dance.

Individual Homework and Coursework

You will be set individual homework and coursework, as an essential part of your education programme, and you must organise your time to ensure that it is done promptly and properly. Wherever possible, teachers will allow more than one night for completion, to help you fit work around other commitments, but this cannot be guaranteed. Every effort will be made to ensure that the work set is appropriate and the time required is reasonable. You can record your homework in the diary section of this Handbook and in time you will be able to record it in your electronic diary and access it using Google Classrooms.

The nature of homework will depend on the level students are working at and the subjects being studied. Students may have a small number of projects spread throughout the year, or they may have a larger number of more frequent, weekly, small tasks, or they may have a combination of the two.

Time is also available, during Tutor Time, for your Tutor and other students to support you in your homework and personal learning.

EQUIPMENT LIST

The Academy provides books, stationery and specialist equipment for you, but there are some things you must provide yourself, if you are to do your work properly.

- 1. BAGS** - You will need a strong, light bag, large enough to carry your books and equipment, but make sure it can carry books and folders, without bending or squashing them. Plastic carrier bags are not suitable.
- 2. WRITING MATERIALS** - Pens, pencils, a ruler, eraser, colouring pens and maths equipment are essential every- day tools for all. A black pen is required for exams.
- 3. LANGUAGE DICTIONARIES** - A small pocket dictionary is invaluable. Your Language teacher will be able to recommend one to you.
- 4. CALCULATOR** - A scientific calculator is a necessary tool for all students.
- 5. PE Kit** - Remember to bring your PE Kit with you on the appropriate day.



6. ELECTRONIC DEVICES

Electronic devices should only be used as directed by your teacher or Tutor. Mobile phones should only be used during break and lunch times in the restaurant or outside. The Code of Practice for Computer Use and Mobile Device Policy must be followed. Your Tutor will discuss these with you.

If you are bringing an iPad into the Academy then you must remember to charge it fully at home and to use it in lessons as directed by the teacher. Alternatively, you may borrow an iPad from your College Admin office.

It is yours and your parent/carers responsibility to ensure any device that is brought into the Academy is fully insured.

You will also be allocated storage space on the Academy network, but you should keep copies of important work. You will need a suitable USB memory stick. It is strongly recommended that you "back-up" your work, which could be lost. You can also save to the Google Drive.

7. FOOD AND DRINK

You can bring packed lunch into the Academy. This will be eaten in the restaurant at break and lunch time. There is no eating or drinking in the classrooms or corridors. Bottled water only is to be consumed, at the teacher's discretion as appropriate. Energy drinks and fast food should not be brought into the Academy. Chewing gum is not allowed in the Academy because of potential damage to furniture and carpets.

You may also purchase food in the restaurant using your student identity card. This can be topped up by the student, on machines in reception or in the restaurant. Cheques can be given to the cashier in the restaurant. Parents/carers can also add money to students' cards via ParentPay.



STANDARDS EXPECTED

The Leigh Academy is a happy and positive community where everyone aims to achieve their best. This means working hard yourself, ensuring that you help others to do well and that you do not interfere with others' efforts. Naturally you will help to keep The Academy and its equipment in good condition, so that everyone can enjoy using it.

Some rules are necessary to make sure everyone understands what is expected. We want our rules to be as few as possible and we expect everyone to keep to them because we think they are fair and sensible.

Your teachers would much rather praise and reward you than criticise or punish you. Unfortunately, some students occasionally do not meet the required standards and we consequently operate some consequences.

Wherever possible, consequences will match the incident: e.g. damage or anti-social behaviour matched by community work; lack of work by additional study time; lateness by making up the time missed. A short 10-minute detention may be issued on the day, without prior warning. After-school detention may be given in Learning Areas, up until 5.00 p.m. Parents/Carers will be given 24 hour notice. Provided sufficient notice has been given, it is the parents' responsibility to make arrangements for the student to travel home and any difficulties cannot be a reason for avoiding the detention.

Your parents/carers will always be informed and invited to come and talk to us, if we think your behaviour, Attitude to Learning or work is not satisfactory.

Your Tutor will be able to explain the Rewards and Consequences fully to you and they will be displayed in all Learning Areas.

ACADEMY STANDARDS AND EXPECTATIONS

Setting the highest Standards and Expectations for all members of The Leigh Academy is essential if we are to achieve excellent outcomes, inspire the next generation and prepare our students for their future lives.

The focus for the five Standards and Expectations we have set in consultation with staff and students is the development of effective and positive relationships and resilience. In essence they are the positive learning behaviours we expect all members of The Leigh Academy to meet on a daily basis.

1. Readiness for learning and work:

You can meet this expectation by...

- *Wearing the correct dress code or uniform including lanyards and card holders*
- *With the right equipment and resources (equipment & PE kit etc.)*
- *Arriving punctually, promptly and well prepared for all lessons*

2. Resilience in learning and work:

You can meet this expectation by...

- *Developing a 'can do' approach to all tasks, activities and challenges*
- *Using your Emotional Intelligence*
- *Controlling your impulses and never giving up when faced with difficult or challenging situations*

3. Responsibility for learning and work:

You can meet this expectation by...

- *Recognising that we are all responsible for the actions and choices we make*
- *A commitment to remain in lessons, fully focused on learning*
- *Removing any barriers to learning and not disrupting the learning of others*

4. Reflection on learning and work:

You can meet this expectation by...

- *Regularly reviewing your work and the contribution you make to The Leigh Academy*
- *Engaging in Restorative approaches when required to do so*
- *Considering how your actions can impact on the learning of others*

5. Relationships for learning and work:

You can meet this expectation by...

- *Being respectful of each other and using positive language at all times*
- *Working collaboratively with others*
- *Being committed to building positive relationships*

You can discuss the above with your Tutor and think about how you can make sure you meet the 5 Rs for Standards and Expectations.

REWARDS AND CONSEQUENCES

The Reward	Points Gained	The Reason	Staff Action	Student Responsibility
R1	1 point	<ul style="list-style-type: none"> • Answering questions • Taking an active role in lessons • Bringing correct equipment • Meeting Academy Standards and Expectations 	Sign the College R1 Card	When the Reward Card is full post it in the R1 Box in the specific College Admin office.
R2	10 points	<ul style="list-style-type: none"> • Excellent Work • Showing improvement • Supporting others • Taking responsibility • 100% weekly attendance • Attitude to Learning Scores of 8 or higher in 3 subjects in the Module report. 	Let the student know that they have received an R2 and log it on the system, College R2 postcard home	Continue to demonstrate appropriate Leigh Academy standards in everything that they do. Inform home about the R2.
R3	20 points	<ul style="list-style-type: none"> • Exceptional performance/work • Being a good ambassador for the College • Consistently showing an improvement • 100% attendance for the Module • Meeting Target Grades, beating a Personal Best • Attitude to Learning Scores of 8 or higher in 4 subjects. • Good contribution to out of hours learning 	Inform the student that they have received an R3, log it on the system and send a College R3 postcard home via the Admin Office.	Continue to demonstrate a very good Attitude to Learning and high standards in everything that they do. Inform home about the R3.
R4	30 points	<ul style="list-style-type: none"> • Nominated for Learning Areas Awards • Nomination for College Awards 	Nominate students for the Learning Area and individual College Awards. Certificates. Letters home.	Continue to demonstrate an excellent Attitude to Learning and high standards in everything that they do. Inform home

		<ul style="list-style-type: none"> • Being an excellent ambassador for the College • Attitude to Learning Scores of 8 or higher in 5 subjects. • Exceeding Target Grades 		about the R4.
R5	50 points	<ul style="list-style-type: none"> • Consistently achieving well in lessons. • Receiving a Learning Areas Award • Receiving a College Award • Attitude to Learning Scores of 8 or higher in 6 or more subjects. • An exceptional ambassador for the College 	Inform the student that they have and R5 and log it on the system. A member of the College SLT to meet with the student. Letter home.	Continue to demonstrate an outstanding Attitude to Learning and high standards in everything that they do. Be an inspirational role model for other students. Inform home about the R5.

The Consequence	The Reason	Staff Action	Student Responsibility
C1	<ul style="list-style-type: none"> • Not following The Leigh Academy expectations for the first time 	Verbal warning, name on the board	Take a moment to reflect on what you are doing and make a choice to change behaviour/attitude
C2	<ul style="list-style-type: none"> • Commitment and Attitude to Learning has not changed and the barriers to learning remain • Insufficient work or Homework • Persistent lack of equipment • Wearing incorrect uniform, choosing not to remove a non-Academy uniform item 	Verbal warning, name highlighted on the board, possibly moved to another seat and spoken to individually. 10 min detention at an agreed time (within 24 hours of the consequence being given). Log on ePortal and assign to Tutor for information.	Attend the C2 detention Reflect on actions Discuss making better choices in the future (Detention may include: College or Learning Area Community Service, finishing incomplete work, reflection and restorative activities.)
C3	<ul style="list-style-type: none"> • Failure to attend a C2 detention • Pattern of lateness to 	30 minute detention with the teacher or Tutor at an agreed time Inform the student why	Attend the C3 detention Reflect on actions Discuss making

	<ul style="list-style-type: none"> lesson/Tutor time • Pattern of insufficient work or Homework • Using foul or inappropriate language • Creating significant barriers to learning and the learning of others • Leaving a lesson without permission • Choosing not to respect others or the environment (defiance, litter, chewing or graffiti) 	they have been given a C3. Contact home to provide 24 hours notice. C3 logged on ePortal and assign to DoL/AVP/VP for information.	better choices in the future
Yellow Card	<ul style="list-style-type: none"> • Failure to attend a C3 detention • Persistent failure to meet Leigh Academy expectations • Internal truancy • Aggressive or threatening behavior • Persistent barrier to learning and disruption to the learning of others, which will result in the removal from the lesson and a C4 detention. 	45 minute DoL/LA/College detention after school. Inform the student, give parents 24hr notice. C4 logged on ePortal. Yellow card –explain reason to student and provide a ‘Reflection Card’ & work. Direct the student to the classroom of a colleague. Inform parents of the Yellow Card and the C4 detention. College Admin to generate letter and enclose a copy of completed Yellow card.	Attend the C4 detention. Reflect on actions Discuss making better choices in the future.
C5 – Red Card Internal Isolation	<ul style="list-style-type: none"> • Not following Yellow Card expectations • Serious disruption to learning of others • Serious defiance/rudeness/abuse to staff • Putting the safety of others at risk • Damaging the reputation of The Leigh Academy 	The teacher/DoL will contact SSM/AVP/VP/College Admin to remove the student from the lesson. SSM/VP to contact home. Log in ePortal More than 2 Internal Isolation in 1 Module result in a Stage 2 A2L Intervention.	To complete 4 lessons in Internal Isolation. Complete the work set Reflect on actions Discuss making better choices in the future.
The Consequence	The Reason	Staff Action	Student Responsibility
Fixed Term Exclusion	<ul style="list-style-type: none"> • Racism • Theft • Vandalism 	Statements will be taken by the SSM/AVP/VP from a number of people and the	To complete all the work you have been given during the

	<ul style="list-style-type: none"> • Bullying • Verbal abuse or threatening behaviour • Physical Assault • Persistent disruption or defiance • Sexual misconduct • Drug and alcohol related incidents • Offensive weapon 	<p>incident will be investigated. Parents will be informed. Re-integration meeting with parents/carers. Report – SSM/AVP/VP/CP and a Pastoral Support Plan. Stage 2 Attitude to Learning Intervention will be put in place if more than one FTE in Module. Repeated FTEs will result in College/Managed move and/or permanent exclusion</p>	<p>exclusion. To attend the re-integration meeting. Reflect on actions Discuss making better choices in the future. To get the report signed each lesson and report to the SSM/AVP/VP/CP each day. Meet the targets set in a PSP</p>
--	---	---	--

STUDENT RESPONSIBILITY FOR THE ACADEMY ENVIRONMENT

We have an outstanding Academy, which has been created by the students as much as anybody else. Increasingly you understand and share the responsibility for the tidiness, cleanliness and general care and maintenance of The Academy buildings and grounds. It is up to all of us to take care of them and to show we appreciate them.

All students are expected to treat their environment with respect. Students found causing damage through vandalism or graffiti will face consequences, will be expected to make good the damage and pay towards any costs incurred.

Additionally it is everyone's responsibility to ensure the Health and Safety of all by ensuring that no items are thrown or allowed to go over the balconies as this could cause serious injury to others and could result in a Fixed Term Exclusion.

The Academy receives many visitors and it is very important that we show them how well we look after our environment.

At the same time, it is good for you to learn how to set an example and to lead others. **We set trends and do not follow them.**

TUTOR GROUP REPRESENTATIVES

Each Tutor Group elects students to represent their College on the College Student Voice and Academy Voice Groups.

POST 16 LEADERSHIP TEAM

These are appointed from the Post 16 to assist teachers in various duties. They may also help with Tutor Time, special activities and act as guides about the Academy.

All students are expected to treat the Post 16 team with the same respect and politeness they would a teacher.

They have responsibilities for:

- Assisting teachers with their duties.
- Leading and supporting their College.
- Collecting reward points
- Supporting charity and sporting events
- Enhancing the public image of The Academy generally day-to-day and at public events.

THE LEIGH ACADEMY'S STUDENTS' CHARTER ON BULLYING

We expect all students to be kind, polite and tolerant of each other. Abusive language, intimidation and threats are as unacceptable as physical violence. We want The Academy to have a positive and happy atmosphere in which all students feel valued and safe.

To be polite and tolerant of all fellow students regardless of their age, gender, race, creed, personal or cultural background and disability.

WHAT SHOULD YOU DO?

1. Report any threatening or intimidating behaviour to a teacher.

The first teacher to speak to is your Tutor or SSM.

2. Ask anyone who has seen or heard anything about bullying to make it clear to bullies that their behaviour is unacceptable and to support and protect students who are on their own, new students and anyone else who seems to be a target of the bullies.

Bystanders often allow bullying to thrive.

3. If more threats occur then report them immediately, so that staff have more evidence against the bullies.
4. If bullied, try to show no response. Bullies gain from knowing they can hurt you. Be brave and ignore their taunts. Find other things to do so you do not feel left out by them.
5. Do not retaliate.

If you are being physically bullied do not be tempted to hit back. You may only end up being punished too. Remember it is much easier to catch bullies who use violence so stand firm, report the incident and let senior staff deal with the situation.

If you are being verbally abused, it is just as important not to use the same language back. Do not be tempted to shout out from a "safe distance," or issue your own threats. This increases bullying and makes it easier for the bullies to try to put the blame on you.

If you are being cyber bullied, do not respond. Report using the CEOP button and show to your parent/carers and/or Tutor/SSM.

<https://www.ceop.police.uk/safety-centre>

6. All students must, therefore, be prepared to stand up to bullies and give evidence to help stop them.
7. Do not join in with bullies. Many children join in with bullies so that they will not become the next victim. It does not help the victims and it does not help the bullies who need to be dealt with by staff.
8. The Academy operates formal sanctions against bullying. On the first occasion a bullying strike may be given with appropriate consequence. On the second occasion a second strike is issued with further consequences. On the third occasion the student may lose their College place.

UNIFORM

The Leigh Academy has a uniform because it gives students a sense of identity. It diminishes differences in the personal circumstances of students and gives a sense of belonging to you College and The Academy. **We expect you to wear your uniform correctly and with pride.**

As students, you are encouraged to behave in a smart and business-like manner, which should be reflected in your manner of dress. Uniform should be worn with pride. It is a style of clothing suitable for work, not a fashion statement. Jewellery, make-up and fashionable accessories and unusual hairstyles are not appropriate with a uniform.

Jewellery

Students are not allowed to wear jewellery. Rings are dangerous for many activities and therefore unsuitable in The Academy. Necklaces and bracelets are similarly unsuitable, however, an exception may be made for religious chains, provided they are worn under the shirt. One pair of stud earrings may be worn, one in each ear. **Other body piercings are not allowed.** Watches may be worn and handed to a teacher during certain activities such as PE. All items of forbidden jewellery will be confiscated and are returned to the parent, on request, or to the student at the end of the module.

The Academy is not responsible for loss of any jewellery.

Post 16 students are required to follow a Dress Code, which is published in the Post 16 Handbook.

Make-up

Make-up, such as lipstick, mascara and nail varnish, is not suitable, as students should not be distracted by concerns about their appearance. No Lower School student (Year 7 and 8) may wear make-up. In the Upper School the rule for make-up is that it should be subtle. Students who arrive wearing excessively visible make-up or any nail varnish will be required to remove it.

Hair

Hairstyles should be practical and not interfere in any activity involving physical exertion, or contact with heated or hazardous equipment. Students should avoid hairstyles, which are deliberately provocative, e.g. number one cuts, tram-lines or other unusual colours, cuts and styles are not allowed. Brightly coloured or streaked hair is not allowed, nor are decorative hair adornments.

Shoes

Black shoes are the rule at **ALL** times. Shoes must be suitable for all conditions. Trainers/Plimsolls are not permitted and students arriving in them will be sent home to change. It is your responsibility to buy shoes, which will be comfortable and strong. Repairs and replacements can easily be done at weekends, or after school, and are not an excuse for wearing trainers. In the rare case where trainers are necessary, for medical reasons, a medical certificate must be provided as proof.

LIBRARY AND RESOURCE CENTRE

The Library is open for quiet work from Monday to Thursday 7.45 a.m. until 4.00 p.m., and 7.45 a.m. until 3.30 p.m. on Fridays.

Quiet sensible behaviour is expected and staff will ask anyone to leave who is not following this rule.

All students may borrow up to four fiction and non-fiction items, for up to four weeks. They are responsible for all items borrowed and must return them or pay for their value. Some non-fiction is for reference only.

There is also a wide range of newspapers and magazines available.

In the rest of this Handbook, you will find a year ahead planning page and also weekly diary pages for Module One.

You can use these pages to help you plan the weeks ahead. You may wish to record your homework on these pages. You will be given help to to use an electronic calendar and record your homework electronically during Module One.

2015

July							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
27			1	2	3	4	5
28	6	7	8	9	10	11	12
29	13	14	15	16	17	18	19
30	20	21	22	23	24	25	26
31	27	28	29	30	31		

August							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
31						1	2
32	3	4	5	6	7	8	9
33	10	11	12	13	14	15	16
34	17	18	19	20	21	22	23
35	24	25	26	27	28	29	30
36	31						

September							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

October							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40				1	2	3	4
41	5	6	7	8	9	10	11
42	12	13	14	15	16	17	18
43	19	20	21	22	23	24	25
44	26	27	28	29	30	31	

November							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44							1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30						

December							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49		1	2	3	4	5	6
50	7	8	9	10	11	12	13
51	14	15	16	17	18	19	20
52	21	22	23	24	25	26	27
53	28	29	30	31			

2016

January							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
1	4	5	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31

February							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5	1	2	3	4	5	6	7
6	8	9	10	11	12	13	14
7	15	16	17	18	19	20	21
8	22	23	24	25	26	27	28
9	29						

March							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9		1	2	3	4	5	6
10	7	8	9	10	11	12	13
11	14	15	16	17	18	19	20
12	21	22	23	24	25	26	27
13	28	29	30	31			

April							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13					1	2	3
14	4	5	6	7	8	9	10
15	11	12	13	14	15	16	17
16	18	19	20	21	22	23	24
17	25	26	27	28	29	30	

May							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
17							1
18	2	3	4	5	6	7	8
19	9	10	11	12	13	14	15
20	16	17	18	19	20	21	22
21	23	24	25	26	27	28	29
22	30	31					

June							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22			1	2	3	4	5
23	6	7	8	9	10	11	12
24	13	14	15	16	17	18	19
25	20	21	22	23	24	25	26
26	27	28	29	30			

August 2015 – Week One

Monday
31

Summer Bank Holiday

Tuesday
1

Wednesday
2

September 2015

Thursday 3
Friday 4
Saturday 5
Sunday 6

September 2015 – Week Two

Monday

7

Tuesday

8

Wednesday

9

September 2015

Thursday 10
Friday 11
Saturday 12
Sunday 13

September 2015 – Week One

Monday
14

Tuesday
15

Wednesday
16

September 2015

Thursday 17
Friday 18
Saturday 19
Sunday 20

September 2015 – Week Two

Monday
21

Tuesday
22

Wednesday
23

September 2015

	Thursday 24
	Friday 25
	Saturday 26
	Sunday 27 -

September 2015 – Week One

Monday
28

Tuesday
29

Wednesday
30

October 2015

<p>Thursday 1</p>
<p>Friday 2</p>
<p>Saturday 3</p>
<p>Sunday 4</p>

October 2015 – Week Two

Monday 5
Tuesday 6
Wednesday 7

October 2015

<p>Thursday 8</p>
<p>Friday 9</p>
<p>Saturday 10</p>
<p>Sunday 11</p>

October 2015 – Week One

Monday
12

Tuesday
13

Wednesday
14

October 2015

	Thursday 15
	Friday 16
	Saturday 17
	Sunday 18