



University Academy

Behaviour & Discipline Policy

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Approved by: Student Committee
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Signed

Belong • Believe • Become



Philosophy

The aim of the Academy is to create a caring atmosphere in which everyone is happy and successful. In order that effective teaching and learning can take place, and the welfare of our students can be ensured, a framework of discipline is essential. The success of any behaviour policy is dependent upon the support given by parents, the co-operation of the students, and the consistency with which it is applied by the staff. The true partnership between parents, students and teachers helps to create a caring, friendly, and pleasant atmosphere which is underpinned by discipline firmly and fairly applied.

Encouraging good behaviour

Discipline cannot exist in isolation from the children's general experiences at the Academy. In particular, the nature of the classroom and wider Academy environment, and the appropriateness of programmes of work, lesson planning and approaches to teaching and learning, have an important bearing on the extent to which students are stimulated to do their best.

Where classrooms and corridors are alive with attractive displays, exciting work areas and centres of interest, students are likely to be highly stimulated. Likewise, where classwork closely matches the needs of individual children, levels of interest and motivation are raised. Nothing breeds success like success, and in this situation there is ample opportunity to reward and reinforce positive behaviour and achievement.

It is important for all children that good behaviour and hard work is positively acknowledged by the teacher. However, it is absolutely vital that those with behaviour problems, if behavioural patterns are to be changed, experience the same positive reinforcement of good practice. Encourage students to record their achievements in and out of the Academy and Form Tutors should also keep an account. This information can then be passed onto Head of Learning each half term so that they can write their report for the Newsletter or give to the Termly Tongue editorial staff. The following rewards and incentives are used:

- Verbal praise and encouragement.
- A warm smile of acknowledgement.
- Displays of work in the classroom or corridor.
- Inviting a senior member of staff to compliment a child or group of children.
- Giving 'Well Done' and 'Excellent' stickers (Head of Learning).
- Praise postcards.
- Principals praise postcards.
- Principals awards.
- Diary of achievement.
- Awarding 100% punctuality certificates annually.
- Awarding 100% attendance certificates both termly and annually.
- 100% attendance trip.
- Termly 'Endeavour' trophies.
- 'Terms Best Student'.
- Special Awards (year 11).

We are constantly seeking new ways to reward and encourage positive attributes. Subject awards will be presented at the Annual Awards Evening.

Finally, good behaviour can be encouraged in other ways. By maintaining a high standard of Academy dress, the students are able to make a positive statement on entering the Academy.

Levels of co-operation and attitudes can be determined by dress choice. Also students are required to stand whenever either a member of staff or a visitor enter the classroom. Children do not resent this. On the contrary, they enjoy participating in an act of good manners and showing respect for others, especially when the gesture is gratefully acknowledged.

General Academy Discipline

All members of staff are required to ensure the smooth running of the Academy by taking action to correct misconduct. The welfare and safety of the students, and the whole tone of the Academy relies totally on the professional integrity and teamwork of the staff. Rules are kept to a minimum and are aimed at encouraging self-discipline. By working together to present a consistent approach the incident rate of misconduct will be minimised and the aim of a caring friendly and pleasant atmosphere will be realised.

Guidelines for staff:

1. Remember that teaching and learning is at the heart of a successful Academy. Focused planning, Assessment For Learning and absolute professionalism on all levels will keep poor behaviour to a minimum.
2. Arrive punctually for lessons. Lateness will inevitably result in a deterioration of discipline, reduce teaching time, and may prevent other classes from working when students are waiting in a corridor.
3. Do not allow children to leave the classroom unnecessarily, and if it is imperative, only singly.
4. Ensure a quiet, orderly, and staggered dismissal at the end of the lesson.
5. Ensure that furniture is left tidy and paper picked up. At the end of the day chairs are to be placed on desks and tables.
6. The following items are not permitted:
 - felt-tip pens
 - liquid paper/correction fluid
 - personal stereos/radios/cds/mp3 players, etc.
 - mobile phones must be off in the Academy
7. Prevent children from running in the corridors. Movement is to be directed to the right hand side.

Dealing with Misbehaviour

Where students fail to respond to more positive approaches, it is necessary to adopt alternative strategies to deal with unacceptable behaviour. Sanctions for misbehaviour should be applied selectively to reflect the severity of the offence and the frequency of the child's misconduct.

1. Inside the classroom

The subject teacher is able to adopt all of the following measures and suggestions when faced with misbehaviour:

DO:

- Show disapproval by a disapproving look or quiet talk.
- Warn the children of the consequences of misbehaviour.
- Carry out any %reat+.
- Issue verbal reprimand.
- Give extra work to supplement classwork which can be done at home.
- Give an imposition, usually of a repetitious kind.
- Separate from friends in the classroom.
- Isolate within the classroom.
- Try to stay calm.
- Allow the child an opportunity to explain.
- Be firm but fair.
- Be consistent by applying rules and sanctions uniformly.
- Encourage children to understand why they are wrong.
- Accept a genuine apology.
- Be alert to sudden changes of behaviour - there may be causes which lie beyond the Academy.
- Detain at break-times.
- Place in departmental detention (24 hours notice required for this 30 minute detention. Reminder slips to go in the register so that form tutors can monitor the situation). If a teacher is absent, students should be told not to arrive for detention.
- Detain for up to 10 minutes without notice unless a child has a bus to catch.
- Ensure that sanctions are done.
- Seek the advice and support of colleagues where problems persist.
- Use the Behaviour Log to record misdemeanours in order to keep each student's individual behaviour profile current. This will enable appropriate intervention to take place

AVOID:

- Over-reacting.
- Constantly raising your voice.
- Confrontation.
- Over-use of sanctions - they will soon lose their effect.
- Use of blanket sanctions - they may cause resentment from those not responsible for the misbehaviour.
- Ignoring a problem.
- Allowing a situation to get out of control - send the culprit to a senior member of staff with a note, or send a messenger.
- Sending a student outside the classroom to be left unsupervised.

PREVENT (Do not....):

- Humiliation.
- Physical punishment of any kind. This is mandatory.
- One-to-one detentions in classrooms

2. Outside the classroom

Minor offences which occur outside the classroom can usually be dealt with immediately as follows:

- a. Verbal warning
- b. Brief withdrawal of break time or lunchtime freedom
- c. A daily detention
- d. A phone call to parents

A failure to comply after the above could possibly result in a Main School Detention and Parental meeting to discuss reoccurring issues

However serious offences such as bullying, fighting, smoking, use of foul language, damage to property and persistent disobedience or defiance of staff, should be referred.

Behaviour and Discipline (Levels of Response/Staff)

The following is a guide to the sort of responses that might be appropriate to certain types of offences. It is NOT a set of rules. However, it may help us to be more consistent in our dealings with our students.

Rewards and Sanctions

The following is a guide to the sort of response a student can expect in relation to various types of behaviour. **NOTE – this is only a GUIDE.**

<u>Level</u>	<u>Negative Behaviour</u>	<u>Response</u>
1	Talking out of turn/Not on task Lack of basic equipment Uniform/Jewellery Late to lesson Running in corridors/Ignoring instructions Out of bounds Banned equipment	Disapproving look Verbal rebuke Warning about future conduct Confiscate
2	<u>Repeat of most of 1.</u> Homework default Homework Diary default Reply slips default Very late to lesson Rudeness to staff/Minor disruption	Lines Extra work Letter of apology
3	<u>Repeat of most of 2.</u> Persistent lateness Rudeness to teacher in class Anti-social behaviour, eg: Litter/Gambling/Spitting/Graffiti/etc Smoking	Departmental Detention or Staff Detention Litter Detention
4	Smoking (repeated) Foul language to student Aggression to other student Rudeness to staff Failure to attend detentions Truancy/Bullying/Vandalism/Theft Off-site misbehaviour Selling/swapping property Refusal	Daily Report Main School Detention Letter to parents from Head of Learning Referral to Head of Learning after informing Head of Department Internal Isolation

<p>5</p>	<p><u>Repeat of 4</u> Failure to attend School Detention Failure to respond to report Foul language to staff Serious disruption of lessons Serious aggression Illegal substance (possession) Refusal of the Principal</p>	<p>Internal Isolation Alternative Timetable Student Support Centre PSP / Contract Fixed Term Exclusion</p>
<p>6</p>	<p>Total failure to rehabilitate Persistent disruption of the education of others (evidence) Aggression towards staff A repeat offence of possession of illegal substance when warning has been given that a repeat could result in permanent exclusion. Supplying an illegal substance to others. MAJOR 'ONE-OFF' offence</p>	<p>Home/School Programme Work Placement Student Support Unit Inclusion Unit Permanent Exclusion Permanent Exclusion Permanent Exclusion</p>

<u>Level</u>	<u>Positive Behaviour</u>	<u>Response</u>
<p>1</p>	<p>Bringing in tokens . 10 tokens Taking part in Academy activity (evidence) . each activity Certificate of achievement (any type) Uniform . perfect for one week No detentions for one week Winning an Academy award House matches (participation) Proper equipment for week Helping staff Collecting registers, etc. Planner checks/reply slips</p>	<p>Head of Faculty/Head of Learning verbal praise/recognition Head of Faculty/Head of Learning praise postcard</p>
<p>2</p>	<p><u>Repeat of most of 1.</u> Full attendance for 1 week Perfect punctuality for 1 week Manner/politeness/Respect Recycle bin Academy council rep attendance After Academy club</p>	<p>Response Level 1 Head of Faculty/Head of Learning letter home</p>

3	<p><u>Repeat of most of 2.</u> Winning an event in the Academy (depending on importance) Completing Digital Assembly, etc. Awards Evening (winning award) Gifted and talented nominations Academy show No detentions for half term All homeworks completed in subject for half term Exceeding TMGs in exams and Progress grades Charity events (involvement) etc. Helping others with work (Teacher directed) Good behaviour in form for one week Whole form . good behaviour in assembly Representing the Academy . PE</p>	<p>Response level 1 and 2 Head of Learning phone call home Principal/Vice Principal praise postcard Head of Learning privilege eg breakfast provided.</p>
4	<p><u>Repeat of most of 3</u> Out of Academy achievements (evidence) Community involvement (evidence) Organising event for charity or the Academy Prize for form quizzes</p>	<p>Response Level 1, 2 and 3 Principal Award</p>
5	<p><u>Repeat of most of 4</u> 100% attendance in term Running competition Being House Captain/Vice Captain No detentions in a term 10 Egrades in Progress Report</p>	<p>Response Level 1, 2, 3 and 4 Attendance trip</p>

Student Referral system

The strength of a chain lies in its length, and staff can seek advice or support from all of the following. It is often the case that where one person is unable to evoke the required response from a student, another person, with perhaps a different approach, will succeed.

1. The Form Tutor

The form tutor is the clearing-house of information about students, and may have useful background details and advice to give. Sometimes problems can be overcome with the Form Tutor's intervention, usually by way of a quiet word.

2. The Head of Department

The Head of Department wants the curriculum delivery to be as smooth and effective as possible and has to support staff as follows:

- a. Listen, discuss, and advise, so that a successful strategy can be formulated.
- b. Speak to the student and issue warnings, ultimatums, targets etc.
- c. Place the student on departmental report.

- d. Place the student in departmental detention.
- e. Transfer the student to another group either temporarily or permanently (liaise with Head of Learning).
- f. This is logged on a Pastoral Referral Form and input into SIMS behaviour log.

3. Head of Faculty

If the referral is not resolved it will be referred to the Head of Faculty see appendix

4. The Head of Learning

Serious offences which occur inside or outside the classroom should be referred to the Head of Learning by means of the completion of a ~~serious misconduct~~ form. It is important that referrals are fully and clearly documented so that:

- a. The matter can be dealt with properly.
- b. Parents can be contacted and presented with a clear statement of fact.
- c. The details can be entered in the student's personal file.

The Head of Learning will select from a range of measures, depending upon the offence and taking into account the student's Academy record, as follows.

- a. Counselling the student.
- b. Verbal reprimand to induce a positive response.
- c. Place on departmental report (agreed with department).
- d. Place on ~~daily report~~ (Internal or Full))
- e. Place on ~~homework report~~) agreed with parents
- f. Place on ~~attendance report~~)
- g. Contact parents informally.
- h. Formal letter of concern to parents.
- i. Formal involvement of parents.
- j. Removal to another form group, teaching group, or year group (liaise with Assistant Principal).
- k. Withdrawal from specific lessons.
- l. Withdrawal of privileges.
- m. Main school detention (parents informed).
- n. Working in isolation at break and lunchtimes.
- o. Enlisting support of Educational Welfare officer.
- p. Enlisting support of Assistant Principal.

5. Assistant Principal

The Assistant Principal will deal with a problem when:

- a. An incident is serious enough to be out of the remit of the Head of Learning.
- b. An incident needs immediate attention.
- c. A problem persists and has not been resolved after using the appropriate chain of referral.
- d. There is a child protection issue.

The Assistant Principal will implement any of the measures available to the Head of Learning, together with:

- a. Internal exclusion from lessons (informal & Student Support Centre etc.)
- b. Enlist the help of various outside agencies.
- c. Assist with the formulation of Pastoral Support Plans.
- d. Implementing the ~~Bolt Holes~~ timetable.

6. Vice Principal

The Vice Principal will deal with a problem when:

- a. An incident needs immediate attention.
- b. An incident is too serious to be dealt with at another level of referral.
- c. A problem has not been satisfactorily resolved after attempts have been made through the chain of referral.

The Vice Principal will implement any of the measures available to the Head of Learning, together with:

- a. Internal exclusion from lessons (informal and Student Support Centre etc).
- b. Recommend official exclusion from the Academy to the Principal.
- c. Enlist the support of the Educational Psychologist through the SEN co-ordinator.
- d. Contract between student, parents and the Academy (including Pastoral Support Plan).
- e. Formulation of Pastoral Support Plans.

7. The Principal

The Principal acts as the final point of referral in the Academy, and can give fixed term or permanent exclusions.

8. The Governing Body

The governing body fully support the staff of the Academy and are appreciative of the staff commitment to provide a caring environment. The Governors Student Committee meets each term. It has student representation and considers all aspects of student life, including rewards and sanctions. If necessary, governors will meet to consider appeals against exclusions.

There is a panel which meets to consider permanent exclusions.

WORKING ADVICE TO ALL STAFF

The following is a guide to the sort of responses that might be appropriate to certain types of offences. It is NOT a set of rules. However, it may help us to be more consistent in our dealings with our students.

'Staged' Reporting System

In order to promote greater consistency in our use of reports, it might be helpful if the following progression of reporting is adopted. This should enable pastoral staff to manage the reports process in a more structured way. It should also help to develop the monitoring plan for these students in a more ordered fashion.

A working document has been produced to synchronise these reports with the 'Levels of Response' structure (also in the Handbook).

Behaviour and Discipline (Stages / Pastoral)

Stage 1 - 3 offences would be seen as 'minor'.

Stage 4 - 8 offences would be seen as 'major'.

Stage	Offence/Behaviour	Response	Staff
1	a. student is working well b. behaviour and attitude good c. attendance and punctuality good	No action needed	All
2	a. under-achievement in subject(s) b. behaviour/attitude gives cause for concern c. attendance/punctuality needs to improve	Monitoring required Warning to student HOD may need to be consulted	Subject staff Form tutor
3	deterioration of one or more aspects of Stage 2	Parents contacted Daily report	Subject staff Form tutor Head of Department
4	no response or deterioration as a result of actions taken at Stage 3 single incident worthy of Stage 4	Parents come into the Academy to see Head of Learning Report continues Review date set	Head of Learning/ Assistant Principal
5	no response/further deterioration single incident worthy of Stage 5	SSC to be considered. Further contact with parents Other agencies? Fuller report	Assistant Principal SLT Agencies
6	no response/further deterioration single incident worthy of Stage 6	Temp. exclusion(?) Contract agreed / PSP Governors informed Back to stage 4 monitoring Inclusion Unit?	SLT Governors
7	failure of all efforts single incident worthy of Stage 8	Permanent exclusion recommended to Governors	Principal Governors LEA

CONCLUSION

Finally, we must not forget that the great majority of University Academy Kidsgrove children are both reasonable and pleasant, with parents who give their full support and co-operation. Students prefer to know exactly what is expected of them and many require little encouragement to do just that. Good discipline is welcomed by all children, and readily accepted by most. The minority who prove persistently difficult have greater needs, and may rely heavily on a consistent approach by all staff, the pastoral system, the help of outside agencies, and the support of parents. In the final analysis the Academy maintains a caring approach which is manifested in a well-controlled yet friendly and pleasant environment.

Careers Provision

Careers Service Personal Advisers are in place.

YEARS 9-11

Careers Service Personal Advisers will:

Year 9	Interview 10% of Students Group work - Introduction to Careers Library Parents' Evening Parents' Work Shop - Careers Library Information
Year 10	Interview 13% of Students (Group Work -) Post 16 Options Action Planning Parents' Evening Parents' Work Shop - Post 16 Options
Year 11	Interview 100% of Students Group Work - Training Credit Talks (for selected students) Parents' Evening

Additional Provision

Work with students taking a vocational route:	Progression Routes Qualifications (Education and Training) National and Local Employment (Application and Interview Techniques) Mock Interviews
Work with Students with Special Needs:	Visits to College (with special needs provision) Introduction to Careers Interviews
Other: Future Possibilities:	Work Experience Visits GCSE Option Talks A Level/Advanced GNVQ Talks

YEARS 12-13

Interviews:	Self-Referral through Donna Wakefield
Group Work:	Post 18 Options University: Content of HE Courses Combination of Degree Courses Advice on Sponsorship Timing of UCAS Application

PROCEDURE FOR OPERATING LATE DETENTION SYSTEM

Guidelines:

1. Form staff to use the \perp code when a student has been late for either am or pm registration. See point [2] for clarification.
2. Students arriving after 8.40 am or 1.00 pm mark absent and if they arrive before 9.00 am or 1.05 am double mark. The student is however still late and must be punished.

3. Students arriving after 8.40 am or 1.00 pm will receive daily detention for lates.
4. Complete a detention slip and send to Lynn Irwin. This should also be recorded in the student's planner.
5. Staff supervising daily detention are to record attendance. Detention work is located with the folders.

NB	a) Slips and folders can be located in the grey filing cabinet opposite the staffroom door. Do not remove folders from the staff room.
	b) Please inform your Head of Learning if more than three lates per week are recorded. This requires further investigation/action.

Example

	<p><u>DAILY DETENTION REQUEST SLIP</u></p>
<p><u>Date of Detention:</u></p> <p>(Please send direct to the Main Office by 2.00 pm on day of detention)</p>	
<p>Name:</p>	<p>Form:</p>
<p>Reason:</p>	
<p>Classroom Teacher:</p>	<p>Date:</p>
<p>HEAD OF DEPARTMENT - Permission Given:</p>	
<p>OR</p>	
<p>HEAD OF DEPARTMENT - Will Discuss Later:</p>	
	

University Academy Kidsgrove Detention System

- All staff are to keep a personal record of the detentions they hold and Heads of Department are required to ask for this information every half term.
- Heads of Department must keep a spreadsheet record of all detentions held within their department, both at subject staff and Head of Department level and this will be discussed at Line Management meetings.
- Intervention from Head of Learning can only be triggered if the departmental records indicate that they have followed this procedure.
- Referrals to the Assistant Principal can only be made by Head of Learning and SLT.

DETENTION TYPE	DURATION	VENUE	WHO CAN AUTHORISE	NOTIFICATION
Subject Staff	20 minutes	Personal choice	Subject Staff	Same day . note in MAP
Subject Staff	30 minutes	Personal Choice	Subject Staff	Minimum of 24 hours prior . note in MAP
Head of Department	30 . 50 minutes	Room 10	Head of Department	Minimum of 24 hours prior . note in MAP
Daily Detention	20 minutes	Room 11 [SSC]	SLT Form Tutors [uniform/lates] Head of Learning Head of Department [Daily Detentions not to be used for subject related issues]	Same day . note in MAP
Faculty Detention	30 or 60 minutes	Room 10	Head of Faculty	Parents informed by letter or note in student planner
Main School Detention	60	Room 10	SLT Head of Learning	Parents informed by letter sent through post

Pastoral Referral Form

Step 1

Staff Name Date

Student Name Reg Group

Incident Type eg Verbal Abuse

Activity Type eg Subject, Break etc

Location eg Form Room, Classroom, Corridor etc

Time eg Period 1 Status: Resolved/Unresolved

Action Taken eg Dept Detention/Refer to LT/Office

Any other comments

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Step 2 (Head of Department)

Staff Name Date

Status: Resolved/Unresolved

Action Taken eg Dept Detention/Refer to FL/Office

Any other comments

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Step 3 (Head of Faculty)

Staff Name Date

Status: Resolved/Unresolved Follow up Date

Action Taken eg Dept Detention/Refer to YL/Office

Any other comments

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Step 4 (Head of Learning)

Staff Name Date

Status: Resolved/Unresolved Follow up Date

Action Taken eg Dept Detention/Refer to KM/Office

Any other comments

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Step 5 (KM)

Staff Name Date

Status: Resolved/Unresolved Follow up Date

Agency Involved

Action Taken eg Dept Detention/Refer to KM/Office

Exclusions

- The school follows the DCSF Guidance on Exclusions (updated April 2008)
- Exclusion occurs when a student's behaviour results in their removal from lessons for a designated length of time after all interventions have been exhausted.
- The school will only administer exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
- We recognise that exclusions cause disruption to students' learning, which negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions will be limited to 5 school days.
- There will be a return to school meeting with the student and their parents after some internal exclusions and every fixed term exclusion.
- Under extreme circumstances, the school may have to consider permanent exclusion. Sometimes this will be for a significant isolated incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:
 - Implementing an individual Pastoral Support Plan
 - An assessment of social, emotional and learning needs
 - Alternative curriculum options
 - Allocation of career advisor/Learning Coach
 - Attendance at a Pupil Referral Unit (PRU)
 - Managed move to another appropriate school/agreed with parents

Behaviour that might result in fixed term exclusion:

- Persistent and seriously disruptive behaviour
- Confrontational behaviour/inappropriate language towards students or staff including obscenity, offensive language, racist, sexist or homophobic language
- Serious vandalism
- Theft
- Repeated incidence of smoking
- Fighting/assault
- Carrying a potentially dangerous weapon/implement on the journey to or from the school
- Bringing a potentially dangerous weapon/implement onto the school site
- Use or possession of a controlled substance
- Behaviour likely to bring the school into disrepute
- Refusal of the Principal

Behaviour that might result in permanent exclusion

- Repeated incidents of serious inappropriate behaviour
- Serious physical attack on another student
- Physical assault upon another student
- Repeated use or possession of an illegal substance
- Supplying a controlled substance
- Possession of knives
- Actual, intended or threatened use of potentially dangerous weapon /implement on the school site.

- Posing a serious and/or repeated health and safety risk
- Sexual misconduct criminal offences committed on the school site, whilst representing the school or whilst on the way to or from school

These procedures are set out in the DCSF Guidance

Fixed term exclusion (up to 15 days per academic year)

- The Principal makes the decision
- Students are excluded by the Principal at the Academy for serious breaches of the Code of Conduct
- Telephone contact is made with the parents
- A letter is sent to parents with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing Body
- Teaching staff must provide work for the student.
- The school must comply with required levels of supervision
- The parents and student attend a formal ~~back~~ back to school after exclusion meeting
- The school will follow at all times the guidance issued by the Secretary of State.
- The local authority is informed Day 6 of any exclusion

Permanent Exclusion

- The Principal at the Academy makes the decision
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body
- Teaching staff provide work for the excluded student until any appeals have been heard and a final decision is reached.
- A Governing Body meeting will be arranged to deliberate upon the exclusion. Parents, students and the Academy will be expected to attend.
- Then Principal at the Academy, supported by relevant staff will be present the documentation for a permanent exclusion.
- The parents and student will be able to make representations to the governing body at this meeting.

The governors then decide to either uphold the permanent exclusion or re-instate the student. If the governors uphold the decision to permanently exclude, the parents do have the right to appeal with the Local Authority. The Local Authority will hear the case at an independent panel.

The decision can be:

- To uphold the permanent exclusion
- Re-instate the student
- Conclude that the decision to exclude the student was incorrect, however, the relationship between the school and family has broken down. The child would then be offered another school. If the decision to re-instate the child into the school is taken then a meeting with relevant staff will be arranged. A re-integration programme would be put in place to ensure the Academy ensure the student a successful return to the Academy.