The Manor Academy

Policy Guidance

2018/19 Academic Year

Student Behaviour Policy

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1.   Our Commitment to Ensuring and Effective Climate for Learning

Good student behaviour is central to creating a climate which fosters effective learning and ensures the safety of students when they are at the Academy.

The aim of the Student Behaviour Policy is to ensure that students maintain high standards of behaviour and treat staff and each other with respect and tolerance irrespective of age, gender, race, sexuality, culture or religion.

The Board believes that rewards change behaviour and that sanctions only limit behaviour.

Behaviour management is not a discrete, separate element, it is a shared responsibility. It is crucial, within the scope of professional responsibilities, that all staff considers their own behaviour. As a role model, how something is said or done is as important as what is said or done.

The words we use, our actions or inactions, our body language, how we plan lessons and how we develop our relationships with students all contribute to effective behaviour management.

We will always make sure:

- ✓ our expectations of behaviour are clearly communicated and understood by students
- ✓ we monitor application of rewards and sanctions to ensure equality, consistency and effectiveness of application
- ✓ adults in the Academy are well trained and fully supported to promote effective behaviour for learning
- ✓ adults in the Academy model the desired behaviours
- ✓ we keep parents/carers as informed as possible about sanctions applied within the Academy within a reasonable time
- ✓ we discuss high level sanctions (exclusions) with parents/carers
- ✓ as far as reasonably possible we will take action against all incidents of poor behaviour witnessed or reported to staff taking place on the Academy site, by students wearing the Academy uniform out of hours or on educational visits organised by the Academy.

The Board requires the support of all employees to enable the maintenance of high standards of student behaviour in all of the Academy's activities.

The effectiveness of this policy will be reviewed at regular intervals.

Signed   Signed
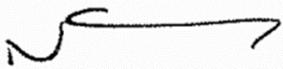
Neil Melton   K Kerry
Chair of the Board of Governors   Headteacher

Date …………………………………………   Date ………………………………………..

2. Roles & Responsibilities

Group / Individual	Role	Responsibilities
Board of Governors	To oversee, monitor and review the effectiveness of the Academy's behavior management arrangements	• Ensuring that there is an effective and enforceable policy for the management of student behaviour throughout the Academy which is reviewed periodically to reflect changes in organisation, arrangements and legislation; • Ensuring that sufficient funding is allocated in the Academy budget to enable the Academy to meet its behaviour management commitments; • Scrutinising & regularly reviewing behaviour management arrangements and implement new arrangements where necessary; • To convene the Behaviour & Attendance Panel as and when the number of days that a student is excluded in a term reaches more than 15 days to review the Headteacher's exclusion decisions
Headteacher	Overall and final responsibility for the management of student behaviour	• Ensuring the requirements of statutory regulations and guidance relating the disciplining of students, use of restraint and exclusion of pupils is correctly followed; • Ensuring that responsibilities for the management of behaviour are properly assigned and accepted at all levels; • To exclude a student either for fixed period or permanently from the Academy. • To oversee the management and operation the Manor Inclusion Centre • Appointing an appropriate competent member of staff to promote, support & lead on the management of behaviour in the Academy, and ensure that appropriate specialist advice and backup is available to the school to enable it to

Group / Individual	Role	Responsibilities
		meet all legal requirements; • Prioritising action on behaviour related matters where resources are required from the Academy budget, seeking further advice where necessary and ensuring that action is taken; • Act as Complaints Officer for complaints made about how student behaviour incidents have been dealt with by the Academy;
Assistant Headteacher – Pastoral Care	To lead on behaviour in the Academy	• To ensure that the behaviour policy is implemented on a day-to-day basis. • To line manage Heads of Year. • To line manage the Alternative Provision Centre.
Behaviour & Attendance Panel	To consider behaviour of those students that have triggered Sanction 6	• To meet with parents/carers and the student to review their behaviour and attendance and consider what high level interventions are required for the students whose behaviour or attendance has consistently been poor over a sustained period;
Leadership Team	To support the Headteacher in the effective management of student behaviour across the Academy	• To deputise for the Headteacher as and when required • To respond to 'on call' behaviour that has escalated to a level that curriculum staff feels unable to manage;
Head of Year	To be responsible for the implementation and management of student behaviour	• To develop, advise on, implement and review policies and procedures relating to improving student behaviour; • To ensure that accurate records of incidents of poor student behaviour are maintained ensuring confidentiality and security of information in accordance with statutory and audit requirements; • To support Senior and Middle Leaders with behaviour for learning related staff training and development sessions, workshops and other CPD activities, to access training grants and process staff requests for training and participate in delivery of training sessions where appropriate; • To develop and implement and effective

Group / Individual	Role	Responsibilities
		• Alternative Provision programme for those students that are unable to function within a main stream school setting; • Support the development, Implementation & review of the Academy's student reward scheme; • To produce regular student behaviour related reports for Senior Leaders and the Board of Governors as required. • To ensure that information is available and accurate to enable student behaviour related data to be completed in accordance with the Academy's and statutory reporting deadlines; • Work with the Academy's behaviour support partners and other agencies on student behaviour related matters as required;
Pastoral Support Officers	To support the Heads of Year on the implementation and management of student behaviour	• Liaise with stakeholders as appropriate to develop, administer and review behaviour support plans and interventions for specific students; • Act as the first line of management for those student behaviour incidents that have escalated beyond the subject area and require de-escalation and removal; • Coordinate student re-admittance meetings and behaviour reviews;
Teachers	To support student learning by coordinating & implementing effective Behaviour for Learning strategies.	• Know the names of your students and develop positive relationships with them; • Meet and greet students when they come into the classroom; • Display rules in the class - and ensure that students know what they are; • Display the tariff of sanctions in class; • Have a system in place to follow through with all sanctions; • Display the tariff of rewards in class; • Have a system in place to follow through with all rewards; • Have a plan for students who are likely to misbehave; • Ensure that any other adults in the class

Group / Individual	Role	Responsibilities
		• know the plan;
		• Understand pupils' special needs.
		• Ensure that all resources are prepared in advance.
		• Model and praise the behaviour you want to see more of.
		• Praise students doing the right thing more than criticising those who are doing the wrong thing (parallel praise);
		• Differentiate;
		• Have clear and easily understood routines for transitions and for stopping the class;
		• Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones;
All Employees	To challenge students that fail to comply with the Academy's PRIDE values and expectations	• To consistently apply the arrangements and procedures contained within the Student Behaviour Policy • To actively participate in re-admittance meetings and restorative conversations as appropriate
The Governing body	To ensure that the strategic actions & processes identified within the risk management strategy relating to the behaviour of students are fully considered	• To identify areas of overlapping risk; • To ensure that all the known risks associated with poor student behaviour is regularly considered as part of the strategic risk register review process • To recommend changes to the Student Behaviour Policy and associated risk management processes

3. Our Principles, Values & Expectations

The Student Behaviour Policy is founded on the following principles:

- Students make choices about how they behave, and these choices have Sanctions.
- Good learning behaviours are planned for, taught and modelled
- There are clear, structured expectations, consistently applied

These expectations are expressed as an easy to remember set of values referred to as 'ACHIEVE'.

Our Values   Aspire Achieve Excel

Aspire to be greater

Caring for ourselves, others and the environment

Happy and safe to be yourself

Inspirational in our learning

Equality in opportunity

Voice your opinions with confidence and respect

Excellence in all we do

Manor Academy

Aspire to be greater – by always trying your best.

Care for ourselves others and the environment – by being polite and respectful members of a community.

Happy and safe to be yourself – by being confident and considerate.

Inspirational in our learning – by engaging in all activities and discussions.

Equality in opportunity – by getting involved in extra-curricular opportunities.

Voice your opinions with confidence and respect – by being confident, polite and respectful.

Excellence in all we do – by following all school expectations of uniform, equipment, punctuality and attendance.

All staff within the Academy are expected to consistently apply these expectations.

Where there is inconsistency, children are more likely to push the boundaries.

On the occasions when a student chooses not to comply with the Academy's ACHIEVE values and expectations, staff supervising the student at the time of the inappropriate behaviour, will deal with it to the end including restoration and intervention to prevent repetition. There is a structured support network within 'Flourish' to enable this to happen.

4. Arrangements & Procedures

The Academy's approach to the management of behaviour begins with recognising good behaviour and rewarding it. Both rewards and sanctions should be focussed on encouraging positive learning behaviours.

4.1 Rewarding Positive Learning Behaviours

Our students feel appreciated and more motivated when their efforts are recognised and praised.

Students work better and progress more if all teachers use the Academy rewards system consistently. Rewards should encourage a positive attitude to learning.

Praise and rewards, if used correctly, also contribute to raising students' self-esteem and confidence and helping to raise aspirations and realise potential.

For any rewards system to work the Academy needs two things; the buy in of the teachers and the engagement of the students.

Rewards and recognitions used in the Academy include:

- ✓ Verbal Praise
- ✓ Display of work in classroom or other appropriate space
- ✓ Special Recognition of work displays, i.e. Artist of the Month
- ✓ Letters, certificates and post cards sent home to parents/carers
- ✓ Use of the School Comms 'e Praise' System
- ✓ Phone calls home to parents
- ✓ Achievement points linked to prizes
- ✓ Celebration assemblies
- ✓ Awards Evenings
- ✓ Features on the Academy's Website and Social Media accounts
- ✓ Features in local media

All levels of rewards will be recorded on a student's record on SiMS.

4.2 Sanctions for Unacceptable Behaviour

Sanctions are a consequence of students making inappropriate choices.

It is important that students perceive them this way so they can make a direct link between their behaviour and the sanction. Sanctions must also be seen to be predictable, consistently enforced and fair.

All levels of sanctions from warnings to exclusions will be recorded on a student's record on SiMS.

The Types of 'Unacceptable Behaviour' can be found at appendix 1. Categories are not ranked in order of seriousness.

Sanctions used in the Academy include:

- o Actions by supervising adults for choosing not to meet ACHIEVE expectations such as moving seats, remaining at the end to discuss the inappropriate behaviour, removal to a different class. These will be recorded on SiMS but parents/carers not routinely informed. Students are initially issued with a warning, yellow detention then a red detention.
- o 30 minute after school red detention at the end of the normal Academy working day, parents/carers informed it has taken place – 3.30-4pm.
- o Leadership detention3.30-4.30pm, parent/carers informed earlier in the day by class teacher or member of the pastoral team. These will take place between 1.45-2.45pm on a Friday.
- o Restorative discussions with tutor, teacher or senior member of staff.
- o A variety of reports are issued to students who are persistently disruptive. The first report issued is a tutor report or faculty report. If this is unsuccessful the student would move onto Head of Years' report. In extreme cases SLT report will be issued.

- Manor Inclusion (alternative to exclusion) Unit - a provision on the Academy site, parents/carers informed in advance. This consequence runs from 8.30am until 4.30pm Monday to Thursday. There will also be a reintegration meeting that parents are expected to attend before the child is able to return to mainstream lessons.
- Exclusion, parents informed in advance.
- Pastoral detentions, 30 minutes after school, run by heads of year. These are issued for a failure to have the correct equipment for school, for failing to have the correct uniform and refusing to utilise an offered replacement, or for receiving a late gate mark for arriving late to school.
- Senior Leader detention, 1 hour after school on a Friday – for receiving more than one late gate detention in a given week.
- For serious incidents, the school will use the inclusion units of other schools within the Mansfield Area. Home will be contacted in advance.
- Managed Move.
- Behaviour & Attendance Panel – a panel consisting of the Chair of Governors, Headteacher, Head of Year set up to monitor, review and authorise behaviour and attendance sanctions and interventions for students that have triggered Sanction 6 of the Student Behaviour Policy.

The sanctions of unacceptable behaviour are shown as a colour coded pathway at appendix 2.

Each sanction lists the types of unacceptable behaviour relevant to that particular sanction together with a range of appropriate sanctions/ interventions to be applied.

Failure to comply with a particular sanction will mean escalation along the pathway. Serious breaches of the behaviour policy may mean that certain stages of the pathway are forfeited.

4.3 Searches and Confiscation of Inappropriate Items

School staff can search a student for any item if the student agrees.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for a member of staff to ask the student to turn out his or her pockets or if the member of staff can look in the student's bag for the student to agree.

The person conducting the search cannot require the student to remove any clothing other than outer clothing. Only a person with more extensive powers (e.g. a police officer) can undertake a more intimate search.

'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; coats; shoes; boots; gloves and scarves.

A student's outer clothing and possessions can only be searched in the presence of the student and two members of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

'Possessions' means any goods over which the student has or appears to have control – this includes desks and bags.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the Academy can apply an appropriate disciplinary sanction.

The Headteacher and any staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons

- alcohol

- illegal drugs

- stolen items

- tobacco and cigarette papers

- fireworks

- pornographic images

- any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

The Headteacher and authorised staff can also search for any item banned by the Academy rules which has been identified in the rules as an item which may be searched for such as:

- e cigarettes

- lighters and matches

- laser pens

The Academy reserves the right to confiscate inappropriate items from students if they are a risk to safety or behaviour. Items will be placed in a named bag by the student and kept in a safe place by the Head of Year or a member of the leadership team until the matter has been appropriately dealt with.

Parents/carers must be informed if a 'without consent' search takes place.

4.4 Use of Reasonable Force to Control and Restrain Students

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Schools do not require parental consent to use force on a student.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Section 93 of the Education and Inspections Act 2006 gives schools the legal power Schools to use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;

- prevent a student behaving in a way that disrupts an academy event, trip or visit;

- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a student from attacking a member of staff or another student, or to stop a fight

- restrain a student at risk of harming themselves through physical outbursts;

Judgement on whether to use force on students with SEND should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

'Reasonable force' means using no more force than is needed. It is always unlawful for staff to use force as a punishment.

'Control' means either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

The Academy will ensure that the staff carrying out restraint have the appropriate training, except in an unforeseen emergency.

Those involved in the use of restraint should speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents on SiMS. In deciding a 'serious incident', staff should use their professional judgement and consider the following:

- the student's behaviour and level of risk presented at the time of the incident;

- the degree of force used;

- the effect on the student concerned or member of staff

- the student's age

4.5 Bullying

The Academy considers educating all students about behaviours associated with bullying as defined in the anti-bullying policy a high priority and will use the assembly programme, tutor time and study periods to inform students of our expectations.

All incidents of bullying witnessed or reported to staff taking place on the Academy site, by students wearing the Academy uniform out of hours, on educational visits organised by the Academy or 'cyber bullying' (when clear evidence is provided) will be recorded and acted as appropriate.

The academy will also ensure that a named person will investigate record and monitor incidents of bullying within school and ensure that the victim has appropriate support and in the case of cyber bullying, support parents to understand how they can ensure their children use new technology safely. This is followed up by the Pastoral Support Officers who re-interview students two weeks after the incident to ensure the bullying has stopped.

5. Monitoring & Review

The Board of Governors will oversee, monitor and review the effectiveness of the Academy's student behavior policy.

In recognition of the dynamic nature of behaviour management, this policy will also be reviewed every 12 months to ensure its continuing relevance to prevailing Academy structures and activities

6. Exclusions Policy

The use of Exclusions Exclusion is a disciplinary sanction to be used only by the Headteacher or a member of the SLT where he or she is acting in the Headteacher's absence.

Internal exclusions

The school runs the Manor Inclusion Unit as a facility to work in a positive way with students in order to rectify poor behaviour. A Head of Year can recommend that a student serves an internal exclusion for behaviour which is unacceptable but which does not warrant a fixed term exclusion.

Fixed term exclusions

A decision to exclude a pupil should be taken only: a) In response to serious breaches of the school's behaviour policy; and b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusions

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: a) Serious actual or threatened violence against another pupil or a member of staff b) Sexual abuse or assault c) Suppling an illegal drug d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a pupil for: a) One of the above offences; or b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises the Secretary of State would not normally expect the governing body or an Independent Appeals Panel to over turn the decision to exclude.

Appendix 1 - Types of Unacceptable Behaviour

Category 1 - Disobedience
Defiance
Persistent defiance
Talking over the teacher
Insolence
Eating in lesson
Missed detention
Category 2 - Dishonesty
Lying
Theft
Category 3 - Truancy & Lateness
Late to class (including form time and registration)
Missing class – internal
Truanting School
Category 4 - Poor Attitude to Learning
Not completing homework
Not completing work set in class
Missing equipment
Incorrect uniform
Misusing equipment and learning resources
Category 5 - Violence and Physical Aggression
Pushing and shoving in an aggressive or intimidating manner
Physical assault of student
Physical assault of staff
Serious physical assault using a weapon
Possession of an offensive weapon
Category 6 - Damage to or destruction of Academy and other people's property
Graffiti
Damage of property
Category 7 - Harassment and Bullying
Bullying
Cyberbullying
Threatening behaviour
Incitement
Inappropriate ICT usage
Category 8 - Substance Misuse
Alcohol
Smoking
Substance abuse
Category 9 - Use of foul and abusive language
Verbal abuse of students
Verbal abuse of staff
Verbal abuse involving swearing
Use of offensive and discriminatory racist, homophobic, sexist or religious language
Category 10 - Disrupting Learning of others
Distracting others by messing about
Disruptive behaviour

Phone out on school site
Setting off the fire alarm
Category 11 - Sexual Misconduct
Inappropriate sexual behaviour

Mobile Phones No Longer Permitted at the Manor Academy

Use of Mobile Phones is banned in the academy for all students.

Phones will be confiscated if seen or heard at school at any point, including social times. 'In school' includes anywhere within the school gates before, during or after the school day.

Parents and students are advised that mobile phones should not be brought to the academy.

If phones are brought to the academy they should not be used, heard or seen within school.

1st Offence – Confiscated and returned at the end of the day and parents informed.

2nd Offence – Confiscated and parents will be required to collect the phone from school.

Rationale

- Increased number of cyberbullying incidents taking place during school time based on the exchange of images/text.

- Risk to staff and student privacy as images and video maybe taken without permission on school site.

- Risk of images and footage being taken and shared without permission with external parties, which results in individuals and the school being brought into disrepute or safeguarding issues.

Appendix 2 Unacceptable Behaviour Sanctions Pathway

Behaviour – Warning	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Talking over the teacher	- Challenge inappropriate behaviour, issue warning and be clear about next stage
Insolence	
Eating in lesson	
Defiance	
Distracting others by messing about	

Behaviour - Yellow	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated breaches of Warning offences	- Challenge inappropriate behaviour, issue yellow detention and be clear about next stage
Late to class	- Move student to another seat
Not completing homework	- Talk to student at end of lesson, morning break or end of school
Not completing work set in class	

Behaviour – Red	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated breaches of Yellow offenses	- Challenge inappropriate behaviour, issue red detention and be clear about next stage
Missed Yellow detention	- Move student to the isolation room within the faculty
Repeated defiance	- Move class to another room

Leadership Detention (Minimum sanction)	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated breaches of Red offenses	
Missed Red detention	- Issue report for repeated referrals
Lying	- Head of year and form tutor to be informed
Theft	- Conversation with student by form tutor (Head of Year for repeats) about choices made
Graffiti	
Damage of property	- Intervention sessions with PSO
Threatening behaviour	- MIU for repeat incidents
Verbal abuse of students	
Disruptive behaviour	
Removal from lesson	

Pastoral Detention (minimum sanction)	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Incorrect uniform	- Contact home - Support plans - Involvement of outside agencies
Incorrect equipment	
Late gate at school	
Disruptive behaviour outside of lessons	

Manor Inclusion Unit (Minimum sanction)	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated breaches of Leadership Offenses	- Referral to the Manor inclusion - Alternate to Exclusion - number of days to be determined - Notify parents/ carer same day of incident - Letter home confirming Manor Inclusion unit - Re-admittance meeting with parents/carer and Head of Year – expected before child returns to school - Reflectional work within the unit - Student to be put on report - Referral for support from MAP (Mansfield area partnership)
Missed Leadership detention	
Persistent defiance	
Truancy (Internal and external)	
Pushing and shoving in an aggressive or intimidating manner	
Incitement	
Inappropriate ICT usage	
Smoking	
Alcohol	
Verbal abuse of staff	
Verbal abuse involving swearing	
Bullying	
Cyberbullying	

Exclusion (Minimum sanction)	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated breaches of Leadership Detention	- Fixed Term Exclusion - number of days to be determined - Notify parents/ carer same day of incident - Letter home confirming exclusion - Re-admittance meeting with parents/carer and Head of Year - Targets to be set with parent/carer and student in agreement - Student to be put on report - Referral for support from MAP (Mansfield area partnership)
Physical assault of student	
Physical assault of staff	
Serious physical assault using a weapon	
Possession of an offensive weapon	
Substance abuse	
Use of offensive and discriminatory racist, homophobic, sexist or religious language	
Setting off the fire alarm	
Inappropriate sexual behaviour	

Alternative Provision	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated MIU / exclusions	- Notify MAP
Serious physical assault involving physical contact	
Repeated disruptive behaviour	

Behaviour – Permanent Exclusion	
Unacceptable Behaviour	**Sanction/ Intervention Options**
Repeated breaches of all above sanctions	- Notify the Local Authority
Other very serious behaviour incidents	

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

The Manor Academy- Unacceptable Behaviour Consequence Pathway

Warning

Yellow — 15 minutes maximum

Red — 30 minutes maximum

Leadership — 1 hour (3.30pm-4.30pm Monday to Thursday)

Manor Inclusion Unit — 8.30am-4.30pm (Monday to Thursday)

Notify MAP

Fixed Term Exclusion — Usually between 1 and 5 days. Can be up to 16 days

Alternate Provision

Permanent Exclusion

Reports

Head of Faculty Report (Green)

Form Tutor Report (Blue)

Head of Year Report (Yellow)

Senior Leader Report (Red)