



# Joseph Leckie Academy

## Behaviour, Inclusion and Relationships Policy

**Approved by JLA Trust Board:** <09/2022>

**Last reviewed on:** <09/2022>

**Next review due by:** <09/2023>

## **Contents**

- 1. Introduction and Aims**
- 2. Pastoral Support**
- 3. Teaching Required Behaviours**
- 4. Expectations**
- 5. Reward System**
- 6. Consequence System**
- 7. Suspension (Internal/External)**
- 8. Permanent Exclusion**
- 9. Related Policies**

**Appendix 1a:** Key Stage Hubs

**Appendix 1b:** Student Support Behaviour Mentors

**Appendix 1c:** On Call

**Appendix 2a:** Attitude to Learning Expectations (ATL)

**Appendix 2b:** Attitude to Learning (ATL) Descriptors and Conduct Points

**Appendix 3:** Rewards

**Appendix 4a:** Dealing with and recording behaviour issues in the classroom

**Appendix 4b:** Classroom Sanction Summary

**Appendix 4c:** Consequence C1 (First verbal warning)

**Appendix 4d:** Consequence C2 (Second verbal warning)

**Appendix 4e:** Consequence C3 (Third warning and sanctions)

**Appendix 4f:** Consequence Hot Spot

**Appendix 4g:** Consequence Time Out

**Appendix 5:** Behaviour Outside of Classrooms/Social Time Behaviour

**Appendix 6:** Lead Practitioner Behaviour Structure

**Appendix 7a:** Internal Isolation

**Appendix 7b:** Internal Suspension Summary

**Appendix 7c:** Sample Internal Suspension Letter

**Appendix 7d:** Reflection Log

**Appendix 7e:** Behaviour, Attitude and Work Report

**Appendix 8a:** External (Formal) Suspension

**Appendix 8b:** External (Formal) Suspension Process

**Appendix 8c:** External Suspension Letter

**Appendix 8d:** Leadership Panel and Reintegration Meeting Agenda

**Appendix 8e:** Behaviour Log (to be completed at all reintegration panel meetings)

**Appendix 9:** Permanent Exclusion

## 1. Introduction and aims

1.1 Joseph Leckie Academy is committed to its core values of leadership, empathy, community, kindness, integrity and environmentalism. Our aim is to support students to develop highly positive learning behaviours, that will support and equip them for life at the Academy and beyond.

1.2 Ours is an inclusive Academy, one that genuinely has the wellbeing and safety of our students at its core. We care for our students and encourage them to make wise decisions and choices, praising them when they do things well, but also supporting them when they get things wrong. At Joseph Leckie Academy students will learn to conduct themselves appropriately, in any given circumstance, with confidence and maturity.

1.3 We are proud of our diverse Academy community and work hard to ensure a harmonious and safe environment for our students, staff, volunteers and visitors to enjoy. The Academy employs a relationship based approach to behaviour management. Our focus on restorative practice methods means that we 'seek first to understand' when things go wrong, and then work with our students to resolve any behaviour incident/issue. We ensure that our students understand how their choices and actions affect other people, as well as themselves.



*Finnis, M. (2021) Restorative Practice.*

1.4 At Joseph Leckie Academy, we aim to:

- Know our students well.
- Connect before correct.
- Connect before content.
- Build character, resilience and relationships through participation in a range of opportunities.
- Ensure that our students enjoy, achieve, and are safe whilst at the Academy.
- Be consistent when dealing with behaviour.
- Teach and model desirable behaviour, rather than simply 'expecting' it to occur.

1.5 Our Academy motto: 'Learn together, lead together' reflects the relationships we deliberately seek to create with students and parents/carers, each and every day. Our Academy vision further reflects our approach to build strong relationships:

'We are a community with the courage to learn and lead together. We believe in equality of opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.'

1.6 Joseph Leckie Academy promotes a constructive partnership between staff and students, one where both should expect to be treated with courtesy and respect through a relationship based

approach to resolving any incident/issue. We fully expect students to behave well and take responsibility for their actions, whilst staff are expected to respond calmly and equitably when there is a breach of the Academy expectations.

## **2. Pastoral support**

2.1 We encourage all of our students to achieve their full potential by ensuring high quality and focused pastoral, safeguarding and emotional support, through the year group system and pastoral mentors. Our pastoral structure is comprehensive and supports students through a variety of learning, wellbeing and behaviour interventions and strategies.

2.2 We work restoratively to ensure that we foster positive relationships with and between students in order that they may enjoy their time at the Academy and flourish, whilst being challenged to behave well, demonstrate good manners, courtesy and respect for others.

2.3 Each year group is led and supported by a dedicated team of pastoral staff, comprising of:

- Head of Year
- Assistant Head of Year.
- Pastoral Mentors.
- Form Tutors.

2.4 All year groups are supported by the Academy:

- Student Support Manager.
- Safeguarding Team.
- Heads of House.
- SEND Team.
- On Call Staff.
- Behaviour Lead Practitioner.
- Attendance Team.
- Education Welfare Officer.
- Home School Liaison.
- Inclusion Centre Lead.
- Internal Suspension Manager.
- Leadership Team Links.

## **3. Teaching Required Behaviours**

3.1 Many of our students will know, (because they have been taught at home), how to behave well. But, some of our students may not have had the same opportunities or life experiences, to ensure that they behave well when away from home or when unsupervised by parents/carers.

3.2 It is a key role of the staff (including volunteers and visitors) within the Academy to ensure that students are taught how to behave, through a model of high challenge/high support. In other words, we absolutely expect students to behave well, both in lessons and at social times. But, to achieve this aim, all adults in the Academy need to teach positive behaviours, rather than to simply expect them to occur, without educating or modelling (for the student) what this looks like.

3.3 Staff at Joseph Leckie Academy will take the time to educate our students about their behaviour and conduct, for example:

- “This is why we are doing this....”
- “This type of behaviour is not acceptable, because ...”
- “Next time, it would be better to....”
- “What has been the impact of your actions – what do you think needs to happen now?”

#### 4. Expectations

4.1 We expect **all students** to behave and to treat other students, staff, volunteers and visitors as they would like to be treated.

4.2 We expect that all students will:

- Attend the Academy and all lessons each day, on time, with all required equipment.
- Wear the Academy uniform with pride, ensuring it is worn correctly and smartly. Ensuring jewellery, hairstyles and make up meet expectations.
- Ensure mobile phones, earphones and headphones are turned off and out of sight at all times.
- Not bring in valuable or banned items, or those that pose a risk to themselves or others. The Academy takes no responsibility for and valuable items that may be damaged, lost or stolen.
- Never engage in bullying, either in person or online and report to an adult when others do.
- Be respectful when speaking to other students or staff, volunteers or visitors, remaining calm and courteous at all times.
- Avoid arguing or physical confrontation, seeking support from any adult immediately.
- Listen to the views of others and appreciate the differences that make us all unique.
- Move around the site in an orderly manner, keeping to the left and observing one-way systems.
- Take ownership of their own behaviour in lessons and beyond, never seeking to blame others for their choices or actions.
- Keep hands and feet to themselves.
- Lead others, show empathy, be kind, act with integrity and respect the Academy environment.
- Care for the Academy buildings, property and environment.
  - We expect all students to respect our buildings, facilities and equipment and look after Academy property.
  - We expect students to use the bins provided for litter.
  - We expect students to look after sporting equipment at social times and return it promptly.
  - We expect all students to respect other people’s work and property and to take pride in looking after displays of work around the site.
  - We expect Students to respect all areas of the site and report any damage, ensuring they do not enter where there is damage or vandalism. For example, if a toilet is broken, the student should use another toilet and report the damage to a member of staff.

4.3 We expect **Academy staff, volunteers and visitors** to model the behaviours that we wish students to learn: talking respectfully, not raising voices or being sarcastic, discussing the issue or undesirable behaviour as the issue, rather than the individual, themselves.

4.4 We expect that all Academy staff, volunteers and visitors will:

- Model professional and positive behaviour for students to observe and learn from.

- Model and make explicit to students expected behaviour by discussing this with them.
- Have high expectations of students and ensure that they follow Academy routines/rules.
- Use positive language to set standards: “thank you for entering the room quietly.....”.
- Catch students being good and offer praise. For example, praising a student who ... holds open a door, helps another student to class, breaks up an argument, etc...
- Use praise/reward often to reinforce standards and to model.
- Work with students to improve behaviour, rather than ‘telling’ or ‘expecting’.
- Speak calmly/respectfully to students when dealing with behaviour issues.
- Model a consistent and predictable response to any low level disruption using C1-3, Hot Spot, etc.
- Explain to students why they have received a warning or consequence and what they now need to do to avoid further issue, aiming to de-escalate and re-set boundaries.

4.5 We expect **parents/carers** to support the Academy and model the behaviours we wish students to learn from as they transition from children to young adults. As the attitudes and behaviour that students learn at home, will often reflect how they will behave outside their home.

4.6 We expect that all parents/carers will:

- Work with the Academy to promote punctuality, attendance and positive behaviour.
- Encourage their child(ren) to be respectful to all members of the Academy and to treat others how they would like to be treated.
- Work in partnership with the Academy to ensure the best possible outcomes for their child(ren), informing the Academy about anything that might impact upon positive behaviour.
- Support the Academy by attending punctually, any meetings or re-integration meetings.
- Be a good role model for their child(ren) when visiting the Academy and when speaking to Academy staff (partnership between home and the Academy is key to good behaviour).
- Speak respectfully about Academy staff when at home, avoiding negative comments/language, to ensure that positive relationships may be fostered between students and Academy staff.
- Reinforce with their child the importance of following the Academy Student Code of Conduct at all times.
- Contact the Academy with any concerns they may have, so that the Academy has the opportunity to investigate and respond appropriately.

## 5. The Reward System

5.1 Students will be rewarded in a number of ways:

- Verbal praise: “Well done!” “Great job!” “Real improvement!” “Good effort!”
- Class Charts points, communicated to parents/carers via app.
- Triangulation of praise. Informing the student’s Form Tutor, Head of Year, Mentor and/or Leadership Link of positive behaviour.
- Good news postcards home.
- Telephone calls home.
- Giving roles of responsibility and making praise public, when they do it well.
- Reward and recognition badges on blazers and ties.
- Recognition through assemblies and awards.

- Rewards ceremonies, such as the Pride of Joseph Leckie and Celebration of Achievement evenings.
- Trips for attendance, punctuality, positive behaviour record and improved behaviour.
- Positive behaviour points via Class Charts for contribution to Joseph Leckie Academy Core Values.

5.2 For further information, see appendix 3.

## **6. Consequence system**

6.1 The Academy operates a consequence system that provides students with clear warnings to address behaviour that is not desirable.

6.2 When behaviour falls below expected standards, a series of stepped warnings are signposted to students to encourage them to amend their behaviour. Students should comply at the first warning (C1). Further warnings lead to greater sanctions and recorded behaviour points on a student's behaviour record.

6.3 For further information, see appendix 4.

## **7. Suspension (Internal and External)**

7.1 If there is a serious or persistent breach of Academy expectations, it is sometimes necessary to suspend a student from lessons/the Academy for a period of time. Suspension may take the form of internal or external suspension. Both instances are serious sanctions.

7.2 **Internal suspension** is where a student attends the Academy at a slightly different time to their peers and work quietly in a dedicated and supportive environment. This gives the student time to reflect on their actions away from their peers. This is our Alternative to Exclusion facility.

7.3 **External suspension** involves a defined period of time away from the Academy. The local authority is informed and a student must remain at home between Academy hours.

7.4 In both internal and external suspension, a reintegration meeting with parents/carers is required. At this meeting, assurances will be sought from the parents/carers and student, for agreed improvements in behaviour. The student will be supported by a formal reintegration process and targeted interventions from the Academy by way of signed agreement/contract by both student/parent/carer.

7.5 For further information, see appendices 7 and 8.

## **8. Permanent Exclusion**

8.1 In the most serious/persistent cases of disruptive or poor behaviour, a decision may be taken to permanently exclude a student from the Academy. This is a last resort after all other interventions have failed to encourage positive behaviour, or where a single serious incident occurs that places the safety or well-being of students, staff volunteers or visitors in the Academy at risk of danger or harm.

8.2 For further information, see appendix 9.

## **9. Related Policies.**

9.1 The following Academy Policy are directly related to this policy; these can be found on the Academy website.

- Attendance Policy
- Anti-bullying Policy
- Drugs, Alcohol and Tobacco Policy
- Mobile Phone Policy
- Physical Restraint and Reasonable Force Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- SEND Policy
- Staff Code of Conduct Policy
- Student Code of Conduct Policy
- Weapons Policy

9.2 In addition, the following policies also contain examples of banned items, as well as sanctions that apply for carrying, possession or use of.

- Drugs, Alcohol and Tobacco Policy
- Mobile Phone Policy
- Searching, Screening and Confiscation Policy
- Weapons Policy



## **Appendix 1a: Key Stage Hubs**

There are three assigned areas for students to attend when they are required, by a member of staff, to discuss behaviour issues. For example, with their Head of Year (HoY) or another member of the pastoral team. This may be when there has been a behaviour issue that requires investigation, when a student needs to be separated from their peers, or for Time Out referrals/year group based isolations. These are:

Key Stage Three (Yr7 & Yr8)

Key Stage Four (Yr9 & Yr10)

Key Stage Four (Yr11)

Each Key Stage Hub, houses a dedicated team comprising of heads of year, pastoral mentors and pastoral staff who will support with student behaviour, parent/carers telephone calls and parent/carers meetings. The support offered by the pastoral teams in the Key Stage Hubs is a strength of the Academy and is supported by the leadership team, the student support manager and assistant heads of year. Key Stage Hub areas are not solely for matters of discipline.

Each Key Stage Hub has a team of staff who support and work alongside students and their families, to offer support towards improved standards of behaviour, wellbeing and mental health. Our mentoring programme runs alongside the behaviour management system and is led by Mrs S. Smith. See Appendix 1b for further information.

Standards across all three Key Stage Hubs are uniform, so that students are treated fairly and equally. There will however be different approaches to behaviour management between for example, Yr7 and Yr11 students.

Procedural points for hub areas are outlined below:

- Radios should be turned off/down.
- Minimal conversations should take place in the area.
- Behaviour conversations/calls home should not take place in front of other students.
- Internal telephone calls should gather information as discreetly as possible.
- Rooms should be calm, quiet and purposeful at all times, with a restorative focus.
- Students must be sat quietly and completing appropriate high quality work.
- Member of staff will circulate the room, supporting student(s) with class/reflection work.
- Students may arrive in state of emotional distress. Staff should provide a calm presence with the intention to de-escalate and calm the student down.
- Students may require a period of quiet reflection upon arrival. Consider allowing time for the student to settle before insisting work should be completed, where appropriate.
- Mediation must take place away from the main room, privately in office/side rooms.
- Other students should not be allowed to come into or be around the Key Stage Hub if not held there.

## **Appendix 1b: Student Support Behaviour Mentors**

The Academy behaviour system is strengthened by dedicated behaviour mentors, led and managed by the Student Support (SS) Manager. Core responsibilities are to personalise behaviour interventions, support and mentoring systems for each of the targeted students in conjunction with the Student Support Manager and Head of Year (HoY). Interventions are bespoke and are specifically designed to overcome a specific problem or issue that is impacting on a student's behaviour. Interventions are agreed and committed to by the student, their parents/carers and the mentor.

Mentors may, as part of their role, support in Key Stage Hubs or with behaviour issues around the Academy, though only at timetabled periods. Currently in the Academy, there are approximately 12-15 mentoring periods per week, per mentor available. This ensures that mentors can also support standards of behaviour in their respective Key Stage Hubs.

### **Mentoring Process**

Behaviour Mentors will mainly be engaged with those students in their respective year who have accrued the most behaviour points C3, Hot Spots, Time Out referrals, Isolation Internal Suspension or External Suspensions and those vulnerable students previously identified via Student Support Manager and HoY.

When Mentors are engaged in working with children, there should be no interruptions or requests made to support with behaviour issues. The mentoring process must be protected for it to be effective.

Mentors should check that interventions are understood, are being acted upon by students and are having the desired effect. It may be prudent to change the interventions if they are not effective in conjunction with Student Support Manager/HoY.

Students are expected to engage positively by discussing, and agreeing to, the specific solutions to their previous poor behaviour.

Students are extracted from lessons (on a published rota basis) to spend time with their mentor, to identify what the trigger points are for their behaviour and to give them strategies to assist them in making more appropriate choices in the future. Meetings will be for a designated period time and be business like with time for reflections on past issues, agreed targets and outcomes agreed in each meeting. These will be formally recorded and will last for a full period.

Support for students may be via withdrawal from lesson (avoiding the same subject wherever possible), but also via lesson visits to support improved conduct and catch students "being good." Members of staff should be made aware of visits in advance if possible and not disrupt teaching or learning.

On occasion, it might be necessary for a student to be referred to the mentor or Student Support Manager because of an incident in a classroom or during social times. Mentors will, with the HoY and Student Support Manager, identify and work with those students who are 'hard to reach' and will support students most in need to reduce future incidents of poor conduct, isolation, or suspension.

Mentors may act as an advocate or support for the student with the member(s) of staff and together seeking a way forward whereby the student does not lose face. Ways should be found for students to opt out of unacceptable/anti-social behaviour through a restorative and relationship – based approach.

Mentors should maintain accurate and timely files and ensure that all paperwork is up to date. The Student Support Manager will oversee this process. Timely reports and data related to behaviour will be monitored to ensure that the mentoring process is having the required effect.

Students will have a period of mentoring that acts as an intervention to get them 'back on track', rather than an ongoing or lengthy relationship with a mentor. However, for some students and in certain instances, this may benefit the student and therefore would be appropriate. Students are not encouraged or permitted to see their mentor during lessons, unless requested to do so. Students should be collected from lessons to attend their mentor session and kept for the full period.

Mentors will look to affect positive behaviour change and will involve parents/carers and other relevant staff in the process, as appropriate. The mentor should agree targets for improved behaviour with students and parents/carers and monitor that these changes are taking place. Where this is not the case, the mentor should involve their line manager for support and to seek additional means of support.

Work with students will focus upon overcoming unacceptable/poor/anti- social behaviour so there is ample opportunity to reflect and to talk about this with the students. Student voice, both verbal and recorded is essential. Mentors will agree targets for improved behaviour in lessons/around the Academy with students, communicating and agreeing targets for improvement with HOY, form tutor, Student Support Manager, LT Link and parents/carers.

Resources used in mentoring sessions should be of high quality and kept in date order, with mentoring logs as evidence of the work covered with students and student voice. Strategies for the student to access and use are essential so that, for example, they may be able to handle their emotions when a future situation occurs. A formal log of all mentor session should be recorded on SIMS> Initiatives> Box 8. Mentor hours are generally 8.00am – 4.00pm and logs should be completed daily in allocated time, before/after the Academy day.

## **Appendix 1c: On Call**

The 'On Call' system is the Academy response mechanism to support the calm removal or escort of a student away from a colleague's class (or around site) when there is a behaviour incident that requires intervention to support a positive outcome, following a breach of Academy rules and standards.

Staff who are assigned to be On Call (On Call 1/On Call 2), will complete their duty during a non-teaching period of the week. Any member of staff, but usually one of the following: M5 or above, staff with leadership roles, HoY, Lead Practitioners, Leadership Team (LT) may be On Call.

On Call requires a mediatory approach and the ability to deal with a range of situations calmly and effectively to offer a level of diplomacy in resolving incidents that if left unchecked may lead to escalation.

On Call staff will collect the On Call radio from the Old Library at the start of their duty. The radio will need to be returned to the Old Library at the end of their On Call duty. The radio channel for On Call is **Channel 1**. Staff must listen for any requests for On Call to attend classrooms or incidents around the site.

On Call periods will be formally timetabled at the start of each academic year, usually in unallocated time or Academy Time 1. However, this may be reviewed/amended during the year. The period should not be used to arrange meetings due to the busy nature of the On Call role.

### **On Call 1**

On Call 1, will proactively patrol the site for the single period assigned. This should cover the whole site and staff should pay attention to corridors, stair wells, toilets etc. The idea being to clear any students from corridors or areas where they may be out of class and encourage them to return swiftly to learning.

On Call 1 staff may also drop into lessons to support where there is an issue, such as a disruptive student behaving poorly. On Call requires a restorative, but firm approach, in order to support good behaviour, whilst de-escalating situations and being able to remove a student from a room/area, calmly. Reward points may be given by the On Call member of staff where good work or Joseph Leckie Core Values are observed (Class Charts).

On Call 2 will be at hand to support On Call 1, if required. If support is required and On Call 2 is not available, staff should call for the Leadership Team (LT) member who is designated as 'Duty' on the timetable. A schedule will be available in the Old Library, on SIMS and on timetables.

### **On Call 2**

On Call 2, will be based in the Old Library to check emails related to behaviour (Hot Spot/Time Out etc.) and as support/back-up for On Call 1 whilst listening to the second available radio for secondary support. This role is to add capacity to the behaviour system, by having a second person ready to support and to deal effectively with any poor onsite behaviour, as back-up for On Call 1.

Colleagues timetabled for On Call 2 should attend the Old Library as soon as the period commences. Y1r2/Yr13 students are based in this area and will be present, revising and working

independently. This will allow a staff presence where students are working independently, in pairs or small groups.

Post-holders, HoD's, LT links, will generally take the role of On Call 2, supervising the West End and being present to oversee Post 16 students in the Old Library.

On Call 2 will initially log onto the machine, so that email requests for On Call may be checked and then support in clearing the yard near the West End, checking all areas of the West End building (both up and down stairs), visiting internal suspension/A2E Hub and visiting lower common room, before checking West End toilets and then heading back to the Old Library to supervise Yr12/Yr13 students and remain alert should a call be made for support.

If the colleague scheduled for On Call 2 is alone, i.e. if On Call 1 is absent, they will collect the radio from the Old Library and proactively patrol the site for the single period assigned. This should cover the whole site and staff should pay attention to corridors, stair wells, toilets etc. The idea being to clear any students from corridors or areas where they may be out of class and encourage them to return swiftly to learning. If support is required, staff should call for the Leadership Team (LT) member who is designated as 'Duty' on the timetable. A schedule will be available in the Old Library, on SIMS and on timetables.

### **Examples of On Call Situations**

A typical role for the person who is On Call might be to support the removal of a student from a classroom, should they refuse to go to Hot Spot or Time Out. For example, a call could be made to On Call staff (via radio) to attend "<Room> to escort <student name> to Time Out,". This would involve going directly to support the member of staff, de-escalating the incident and then escorting the student to the required member of staff or room, before patrolling the site again.

Another duty might be to escort a student away from a situation to Key Stage Hub areas or A7 (Yr11), so that incidents may be investigated fully in a quieter area of the Academy.

### **On Call Expectations**

On Call is expected to:

- Pick up radio (as soon as bell goes) from Old Library.
- Be proactive in reducing instances of truancy from lessons, lateness and sluggishness to class.
- Support in clearing the yard at end of break times.
- Be visible and patrol the site, in red jacket, to calmly encourage students to class.
- Seek students who are not in class and return to class (safeguarding).
- Follow up on any behaviour issues, lateness, truancy with a referral to HoY.
- Aim to respond quickly when a call is made for support.
- Call for support where required and don't be afraid to ask for back up when required.
- De-escalate and remove a child calmly from a situation and take to the relevant Key Stage Hub.
- Avoid being drawn into secondary behaviours of a student who is stressed/anxious.
- Remain calm and explain what 'needs to happen now'.
- Support colleagues where students reach C3.
- Patrol the Academy site during the period of on call, in order to be pro-active.

- Return radio (as soon as period ends) to Old Library.

On Call is not expected to:

- Pick up or deliver items, parcels, work to other areas of the Academy.
- Pick up or deliver students to pastoral/any other staff who are teaching.
- Pick up or escort students to meetings.
- Pick up or escort parents/carers to meetings.
- Run errands for colleagues.
- Pick up or deliver parcels, letters etc.

### **Working with the Behaviour Lead Practitioner (LP)**

The person On Call 1 will work closely with pastoral team in order to support classes and to proactively patrol corridors and ensure students are in classes. This is to ensure that students do not roam the site or wander corridors. The Behaviour LP/members of LT may identify at any time of year, some individual areas of concern (Hot Spot/Time Out referrals) where it would be helpful to have an additional presence or patrol more regularly.

## Appendix 2a: Attitude to Learning Expectations (ATL)

Staff at Joseph Leckie Academy, look to reward students for positive classroom attitude, conduct and high levels of commitment to their learning.

ATL grades are recorded via the Class Charts platform and are relayed to parents/carers in real time. ATL grades and points will be awarded to students in all lessons, by staff, based on the criteria provided in the table in appendix 2b.

ATL grades follow an A, B, C, D system, with ATL grades **A and B being the expected standard** for positive behaviour for learning in all classrooms.

**ATL grades C and D signify student conduct below Academy expectations** and mean that a student is not performing at the appropriate level in terms of their attitude to learning.

ATL A will lead to +2 positive conduct points for the student.

ATL B will lead to +1 positive conduct points for the student.

ATL C will lead to removal of any positive conduct points. No minus points will be given.

ATL D will lead to -1 negative conduct point for the student.

All teaching staff are expected to record, at the end of each period, the ATL grades for their classes. Over a double period, entries may be made either once or twice, at the discretion of teacher.

As an approximate guide. Only a few students (2-4) per lesson will likely achieve an "A" grade for ATL, whilst the majority of students should be able to access at least the "B" grade for ATL. There may be a few students also on "C" or "D" ATL grades in typical classrooms/lessons, per period.

Registers should be first checked to ensure students who are not present, do not receive awards.

## Appendix 2b: Attitude to Learning (ATL) Descriptors and Conduct Points

<b><i>A student is working <u>above</u> the expected standard when they...</i></b>	
<b>A</b> <sub>+2</sub>	<ul style="list-style-type: none"> <li>• Display a highly positive attitude to their own learning/the learning of others.</li> <li>• Make highly positive contributions to group or discussion work.</li> <li>• Complete work that reflects outstanding effort.</li> <li>• Demonstrate outstanding presentation and organisation.</li> <li>• <b><i>Have received 0 warnings from the class teacher.</i></b></li> </ul>
	<p><b>Message to parents/carers via Class Charts:</b> ‘Outstanding achievement and effort in lesson’</p>
<b><i>A student is working <u>at</u> the expected standard when they...</i></b>	
<b>B</b> <sub>+1</sub>	<ul style="list-style-type: none"> <li>• Display a positive attitude to their own learning/the learning of others.</li> <li>• Make positive contributions to group or discussion work.</li> <li>• Complete work that reflects good effort.</li> <li>• Demonstrate good presentation and organisation.</li> <li>• <b><i>Have received no more than 1 behaviour reminder from the class teacher (C1).</i></b></li> </ul>
	<p><b>Message to parents/carers via Class Charts:</b> ‘Positive achievement and effort in lesson’</p>
<b><i>A student is working <u>below</u> the expected standard when they...</i></b>	
<b>C</b> <sub>0</sub>	<ul style="list-style-type: none"> <li>• Display a less than positive attitude to their own learning/the learning of others.</li> <li>• Make limited contributions to group or discussion work.</li> <li>• Complete work - but not to the required standard expected.</li> <li>• Demonstrate less than satisfactory presentation and organisation.</li> <li>• <b><i>Have received 2 separate behaviour reminders from the class teacher (C2).</i></b></li> </ul>
	<p><b>No message to parents/carers via Class Charts.</b> Removal of positive conduct points.</p>
<b><i>A student is working <u>significantly below</u> the expected standard when they...</i></b>	
<b>D</b> <sub>-1</sub>	<ul style="list-style-type: none"> <li>• Display a poor attitude to their own learning/the learning of others.</li> <li>• Disrupt group or discussion work or fail to contribute, or opt out.</li> <li>• Fail to complete work or produce very little work in the time allocated.</li> <li>• Demonstrate very poor presentation, organisation, or effort in work.</li> <li>• <b><i>Have received 3 separate behaviour reminders from the class teacher (C3).</i></b></li> </ul>
	<p><b>Message to parents/carers via Class Charts.</b> ‘Low level disruption to lesson. Had to be spoken to three times by member of staff.’</p>



## **Appendix 3: Rewards**

### **Rewards activity days**

There will be a series of activities planned across each academic year, to provide rewards trips for Joseph Leckie Academy students. These differ in terms of age groups, but generally have smaller (one-off) activities as well as trips and visits away from the Academy site.

The aim of our rewards programme is to provide students with opportunities that ordinarily, they may not have access to outside of the Academy. The Academy may set short term targets to encourage students to consistently reach their potential and inspire them to be the best version of themselves. Some of our trips, rewards and visits will be linked to students securing a certain number of positive conduct points, via Class Charts to “qualify” for external events. We also offer activities days and other activities that do not require a set number of Class Charts points.

### **Qualification criteria**

Each student starts the qualification period with a ‘clean slate’, irrespective of previous behaviours and choices.

The purpose of this is to motivate students to maintain a positive behaviour record, so that they may earn the right to attend a trip or visit, through positive conduct and behaviour.

The process is also used to closely monitor data, in order to gather an understanding of where behaviour issues arise and to discuss with students, how their current actions will affect their ability to attend trips and visits in the short/long term.

- The qualification periods lasts for a set number of weeks. Assemblies may mark the beginning of the qualification period.
- Each student should aim to for maximum attendance during the qualification period.
- Certain trips/activities may be linked to positive attendance and punctuality.
- Students should aim to have fewer than 3 lates to lessons/the Academy.
- A student who is removed from lessons (hot spot/timeout) for behaviour issues may lose their place on a trip if deemed appropriate.
- Students who are regularly poorly behaved/suspended may forfeit their chance to attend.
- A student deliberately missing detention(s) without prior agreement may be excluded from the trip
- A place can be withdrawn after the qualification period if certain standards of attendance, punctuality or behaviour are cause for concern.
- The Academy reserves the right to cancel a place/activity, at any time.

### **Additional rewards**

Each week, one student will be chosen from each year group to be nominated by staff/peers as the ‘Student of the Week’. This will be presented in weekly assemblies by Heads of Year. Any member of staff can send nominations to the student’s Head of Year (HoY) prior to weekly assemblies.

A student may be nominated for: sustained excellence, progress, positive conduct, or for an outstanding one off piece of work or achievement. The award will be presented in the year assembly where the successful student will receive a certificate and have their photograph taken with their HoY.

By gaining the “Student of the Week” award, students will be rewarded by means of internal privilege (e.g. front of lunch pass), or may have credits awarded to trips, visits, or annual Joseph Leckie Academy Proms.

### **JLA Awards Evenings**

The Academy’s award evenings normally take place twice per year in December/July. The evenings are organised to celebrate both academic success, outstanding conduct or sustained improvement in any activity.

Students receive a certificate, from the Principal and a plaque to mark their achievement. Parents/carers mix with and join staff and students, in celebrating their child’s success with governors, guest speakers, peers and parents. The evening is an opportunity to bring the Academy and the wider community, together.

Subjects, departments and faculties also run their own rewards alongside whole school opportunities. These include, but are not limited to, certificates/positive phone calls home, trips and other incentives agreed with the Head of Department/Faculty (HoD/F). These can be given out for positive aspects, such as:

- An outstanding piece of work.
- High levels of effort within the lesson.
- Improvements made.
- Representing one or more of the Academy’s core values within a lesson.
- Coaching/supporting/helping other students.

Our rewards programme is aimed at creating a positive ethos within the Academy, whilst providing students with long, lasting memories, friendships and experiences that will live on, long after school life. Support may be available for families where cost is prohibitive, to ensure all are included.

### **Additional behaviour rewards and positive conduct points summary**

Positive behaviour management involves rewarding those students who ‘do the right thing’ each day, by being on time, attending well and behaving with courtesy and manners whilst demonstrating a positive work ethic.

Students at Joseph Leckie Academy gain additional positive behaviour points in addition to those awarded in lessons, in line with the tables below. Bonus points awarded are given by per half term.

#### **Positive conduct points/rewards per term: Attendance**

20 Bonus	93%+ Attendance in a term
40 Bonus	95%+ Attendance in a term
75 Bonus	97%+ Attendance in a term
100 Bonus	100% Attendance in a term – Perfect record, well done!

#### **Positive conduct points/rewards per half term: Punctuality**

10 Bonus	No more than 4 late marks (through reception) to the Academy per half term
20 Bonus	No more than 3 late marks (through reception) to the Academy per half term
30 Bonus	No more than 2 late marks (through reception) to the Academy per half term

50 Bonus	No lateness to the Academy per half term – Perfect record, well done!
----------	---

**Positive conduct points/rewards per half term: Behaviour**

10 Bonus	No more than 60 behaviour points per half term (total)
20 Bonus	No more than 50 behaviour points per half term (total)
30 Bonus	No more than 40 behaviour points per half term (total)
40 Bonus	No more than 30 behaviour points per half term (total)
50 Bonus	0 behaviour points - Perfect record, well done!

## **Appendix 4a: Dealing with and recording behaviour issues in the classroom**

Joseph Leckie Academy employs a stepped sanction system, to ensure a common behaviour framework for staff to apply in their classrooms.

This is to support and encourage positive learning behaviours and to provide class teachers with a tool to support de-escalation in the classroom.

Behaviour management at Joseph Leckie Academy will be supportive and restorative, rather than punitive in nature. Warnings/sanctions applied, such as C1, C2 etc... are used to support the de-escalation of behaviour incidents, with the intention to keep students in lessons, through discussion with the student about expected behaviour standards.

Shouting at, using sarcasm, or chastising students for example, would be the opposite of this.

***The consequence system should be used calmly and consistently by all staff so that students become familiar with the same expectations and routines, across all classrooms and by all staff.***

Each stage of the consequence system involves a stepped warning/sanction, with each step discussed with the student, in order to attempt to educate the student and therefore correct unsatisfactory behaviour, with minimal disruption to the lesson and the work of other students.

Consequence 1, 2, & 3 should be used to reinforce expected classroom behaviours and reaffirm standards and expectations within the classroom.

Joseph Leckie Academy follows a restorative approach, where we aim to 'separate the deed from the doer' and in doing so, refer to and address the specific behaviour(s) displayed as the key issue, rather than labelling a student as "naughty."

Staff must ensure that lessons support effective classroom management and behaviour routines for students to learn, apply and follow, so that when student behaviour falls short of expectations, it is clear to all that there has been a noticeable breach of classroom expectations.

The Academy's clear systems of accountability mean that low level disruption may be addressed calmly and effectively.

#### Appendix 4b: Classroom Sanction Summary

Conduct points		Sanction applied
	<b>C1</b>	<ul style="list-style-type: none"> <li>First verbal request, by class teacher, for student to comply with behaviour expectations.</li> <li>No sanction/negative points awarded if student complies with request to settle to work.</li> <li>Positive conduct point will remain, should student avoid reaching C2.</li> <li>Once awarded, C1 <b>will not be withdrawn for improved conduct.</b></li> </ul>
	<b>C2</b>	<ul style="list-style-type: none"> <li>Second verbal request for student to comply with teacher's behaviour expectations.</li> <li>No sanction/negative points awarded if student complies with request to settle to work.</li> <li>Positive conduct points will not be awarded. No log required on system. No text home.</li> <li>Once awarded, C2 <b>will not be withdrawn for improved conduct.</b></li> </ul>
Any consequence above C2 is the threshold at which positive conduct points are removed and negative behavior points are awarded and formally logged. Parents/carers are notified.		
<b>-1</b>	<b>C3</b>	<ul style="list-style-type: none"> <li>Third verbal request for student to comply with teacher's behaviour expectations.</li> <li>Teacher to award C3 and log on Class Charts - in real time.</li> <li>Restorative Discussion (RD) with teacher that day at teacher's discretion to discuss and reframe expected standards for next lesson.</li> <li>Failure to attend RD will lead to increased measures (HoD)</li> <li>Text will be generated and sent to parents/carers of student.</li> <li>Once awarded, a C3 <b>will not be withdrawn for improved conduct.</b></li> </ul>
<b>-20</b>	<b>Hot Spot</b>	<ul style="list-style-type: none"> <li>Student may be asked to remain in class or may be sent to a separate room to allow learning to continue.</li> <li>30-minute departmental detention awarded.</li> <li>Call home to inform parent/carer of detention, logged on SIMS.</li> <li>Restorative Discussion with student at detention/before, logged SIMS.</li> <li>Inform S. Pace/A. Morgan of actions.</li> <li>Once awarded, Hot Spot <b>will not be withdrawn for improved conduct.</b></li> </ul>
<b>-30</b>	<b>Time Out</b>	<ul style="list-style-type: none"> <li>Student removed from lesson to allow learning to continue.</li> <li>Student removed to Key Stage Hub for period of reflection.</li> <li>60-minute Time Out detention awarded.</li> <li>Call home to inform parent/carer of detention, logged SIMS.</li> <li>Restorative Discussion with student at detention, logged SIMS.</li> <li>Inform S.Pace/A. Morgan of actions.</li> </ul>

#### **Appendix 4c: Consequence C1 (First verbal warning)**

##### **C1: Student maintains +1 positive conduct point if they settle to work. No text or behaviour record required.**

This is a first verbal warning and a *gentle reminder* of expected conduct and how the member of staff would like the student to behave.

C1 should be delivered calmly and after initial requests to comply have been ignored.

Students are given a first verbal warning, called C1 for a minor misdemeanour, where they have not followed a request of the member of staff to comply, or improve conduct.

For example: not completing work in the lesson, refusal to sit where asked by the member of staff, interfering with other student's work, repeated distraction or any other form of low level disruption.

Prior to awarding C1 it is expected that the student will have been asked to comply at least once already and reference made to attempting to avoid a C1. So that students are clear that they had been warned. This is different to awarding C1 with no prior warning or request for a student to comply.

An example is provided below:

“(Student name), I need you to stop talking/tapping on the desk with your pencil, as it is distracting others in the room from listening. Thank you.”

(N.B. “Thank you,” is more effective than “please” when seeking student compliance.)

Should a student not follow the reasonable and clear instruction above, C1 should be awarded **calmly**.

An example is provided below:

“(Student name), I am placing you on C1 because I asked you to stop talking/tapping your pencil and you continued. I now need you to settle to your usual good standard of work and ensure that you avoid further behaviour incidents that could lead to a C2 consequence. Thank you. I will check on everyone and come back to you in a few minutes.”

(N.B. Staff should explain to the student why they have reached C1, using – “because”)

This offers an explanation, for the student, why the issue deserved a C1, in order that the student (and others in the classroom) are clear as to why the behaviour observed was unacceptable. In addition, the member of staff has stated clearly what they need the student to do to make things better. “I need you to ...”

There is reference to the student's previous good work, followed by placing the responsibility of subsequent behaviour firmly with the student, whilst separating the behaviour from the person/student. There is also the offer of a short break of time, to allow the student to settle (communicated to the student) so that secondary behaviours do not cause a distraction for the teacher, allowing sometime between visiting them to ‘check in’ that they have settled and are able to complete the task set.

A decision to move the student to another seat can be made at this point, if it is felt that this will not further disrupt the lesson or escalate the situation further - and would encourage the student to settle to work.

#### **Appendix 4d: Consequence C2 (Second verbal warning)**

##### **C2: Student loses opportunity to gain positive conduct point in the lesson. No text or behaviour record required.**

This is the second verbal warning (following C1) and should be a calm reminder of expected conduct and how the colleague would like the student to behave.

C2 should be awarded when the student has failed to settle and shows little sign of improvement, change of behaviour or conduct, despite being offered some thinking time to take on board the request made by the member of staff at C1.

A second verbal warning C2 is given with similar instruction as a C1, to enable effective learning to continue within the classroom, ***stating expectations clearly and calmly.***

Once delivered by the member of staff, a short period of time is given (and communicated) to the student to allow them to correct their behaviour and reflect upon why they were received a first verbal warning, C1.

An example is provided below:

“(Student name) I am placing you on C2 because I gave you a C1 and asked you to stop talking/tapping your pencil and you continued to do so. I really do now need you to settle to your previously good standard of work, ensuring you avoid poor behaviour choices that may lead to a C3. A C3 will incur a text home and negative conduct points. Thank you. I will check on everyone and come back to you in a few minutes.”

A discreet, positively framed conversation with the student (being aware of a possibility of any secondary behaviours), may be appropriate to encourage the student to settle to work and to take the attention away from the poor behaviour. It is important to make the point that it is not the student who is the issue, but the unwanted behaviour and if this can be addressed, there will be no further need for sanctions.

Reference to previous good work, usual positive conduct, inclusion on rewards trips or any other positively framed discussion may support the student in settling to work and avoiding further sanctions.

N.B. The choices for their own behaviour choices are placed at the feet of the student. (The member of staff should explain that the student ‘may’ reach C3 if things do not improve, rather than they are ‘going’ to get C3. There is a subtle but important difference here.

An example is provided below:

“Come on, (student name), I really want you to be able to go on the rewards trip this term! So, I need you to stop talking/tapping on the desk and focus on the work at hand. Let me know if you need help. Thank you. I will check in with you again in a few moments.”

A decision to move the student to another seat can be made at this point, if it is felt that this will not further disrupt the lesson or escalate the situation further - and would encourage the student to settle to work. Students should not be stood outside classrooms as they may wander off.

## **Appendix 4e: Consequence C3 (Third warning and sanctions)**

### **C3: Negative conduct points -1. Restorative Discussion with member of staff. Text home to parents/carers regarding disruption. Possible loss of rewards trip place.**

A student reaching C3 will already have received two prior verbal warnings (C1 & C2). Despite previous attempts (and allowing some thinking time between warnings) the student has failed to respond appropriately.

At this point, C3 should be issued in the same manner as the previous two prior verbal warnings i.e. *calmly* and with a request to work, such as: "Come on now (name), I really do need you to settle to work now. Thank you."

At C3, students will lose positive conduct points and gain negative conduct points for that particular lesson (-1). They will also need to attend a Restorative Discussion (RD) with their member of staff, for up to 10 minutes, though this can be less at the discretion of the member of staff. (This is not a detention). The most important thing is the interaction between student and member of staff to discuss the student's conduct, to reflect on their behaviour and make assurances for improvements before the next lesson.

Once C3 is awarded, a decision to move the student to another seat may be prudent, especially if it is felt that this will encourage the student to settle to work and will not further disrupt the lesson or escalate the situation further. The member of staff is in charge of their room and so if a seat change is requested, the student should comply.

An explanation of why the student has reached C3 is important, so that the student (and others in the class) understand very clearly the behaviour expectations of the member of staff.

Awarding of C3 should also make reference to the fact that as long as the student does not progress to Hot Spot, they may still avoid an afterschool detention and further behaviour points. C3 represents the boundary between lower level disruption and more serious disruption, where parents/carers are contacted by telephone and time is lost after the Academy day. Our aim, and the aim of the students, should be for them not to cross this threshold.

The class teacher will record C3 via Class Charts as soon as possible following the student being awarded the consequence. (This will inform pastoral teams, who may be able to alert On Call to support at the classroom).

Students reaching C3 should receive a calm reminder of expected conduct and how the member of staff would like the student to behave, to prevent them moving to the next stage, Hot Spot.

#### **Restorative discussion**

The member of staff will let the student know when they wish to speak to the student, regarding their behaviour. This could be immediately at the end of the lesson, at break time, lunch time or the end of day for up to ten minutes.

N.B. If asking a student to return at the end of the day, it is important to note that they may have an afterschool detention. The student should attend their detention, where the restorative discussion may take place.

#### **Logging the C3 Restorative Discussion**

Data is required by the Academy to enable analysis of incidents of low level disruption, so that appropriate interventions can be made at both year group and department level by the appropriate



Head of Department (HoD), Head of Year (HoY) and Lead Practitioner for Behaviour (LP), as well as other key staff.

No call needs to be made home, as Class Charts will alert parents/carers.

#### **Non-attendance to the Restorative Discussion**

It is essential that the student attends the arranged restorative discussion with the member of staff.

Where a student does not attend the restorative discussion (and there is no good reason for this), the member of staff will inform their HoD and reschedule the restorative discussion with HoD present, to ensure that the student understands the need to attend.

#### **Non-attendance of 2<sup>nd</sup> Restorative Discussion**

Should a student fail to attend the restorative discussion a second time, a call home should then be made to inform parents/carers of the failure to attend two arranged meetings and to inform of a departmental detention.

HoD should call home and record a summary of the discussion/intervention on the system. HoD may delegate this to the member of staff.

Parents/carers will be informed that there will now be a 30minute detention afterschool.

A summary of the discussion and fact that parents/carers have been informed of the detention, should be logged:

SIMS> Initiatives > Box 8 > Communication with Home Curriculum/HoD.

HoD may decide to place the student on department report. The member of staff/HoD to attend detention area to hold a restorative discussion with student taking the student away from peers.

## **Appendix 4f: Consequence Hot Spot**

**Hot Spot: Negative conduct points -20. Restorative Discussion with member of staff. Call home to parents/carers regarding disruption/detention. 30minute afterschool detention. Possible loss of rewards trip place.**

Should a student continue to disrupt a lesson, following C3, the class teacher has two options:

- Award Hot Spot (in the classroom)
- Award Hot Spot (in a colleague's room), as published on department Hot Spot rota.

There is no right or wrong answer as to whether member of staff should keep a student in the class, or send them to a colleague's room. The decision is left at the professional judgement of the colleague, based on the situation at the time.

In both cases a 30 minute afterschool detention is awarded and students will receive -20 behaviour points. This will be managed by S. Pace/A. Morgan via email from the member of staff.

It is important to make the point to students that whilst C3 carries only a -1 negative behaviour point, Hot Spot carries -20 points and could preclude them from reward trips. This could be used in discussion with students about improving conduct when "On a C3."

### **Hot Spot (in classroom)**

The member of staff should inform the student they have now reached Hot Spot and should, as with prior consequences, reiterate the need to settle to work and avoid further disruption of the lesson.

Once Hot Spot is awarded, a decision to move the student to another seat may be required, if it is felt that this will not further disrupt the lesson or escalate the situation further and would encourage the student to settle to work.

The member of staff should, at their earliest convenience, send an email to: JLA Hot Spot group, HoD, HoY, Leadership Team (LT), S. Pace, A. Morgan, Lead Practitioner (LP) Behaviour and Key Stage Hub, to inform of the Hot Spot so that it may be formally recorded. The member of staff should provide a summary of the incident and any previous sanctions awarded, so it is clear that the correct procedure has been followed. Staff receiving the email at the Key Stage Hub should alert 'On Call' to attend the room, to settle and support, when receiving the email.

### **Hot Spot (out of classroom)**

Hot Spot to another room may be appropriate when not removing a student from a situation could lead to escalation of poor behaviour if they were to remain within the class. Support staff may be asked to escort the student from the classroom to the Hot Spot room.

Students being sent from their classroom must be informed of the class they are to attend (in line with the department published Hot Spot rota on SharePoint) and should be provided with work to take with them.

The class teacher should, at their earliest convenience, send an email to: the receiving member of staff, JLA Time Out group, HoD, HoY, LT, S. Pace, A. Morgan, Lead Practitioner (LP) Behaviour and Key Stage Hub to inform of the Hot Spot so that it may be formally recorded. The class teacher should provide a summary of the incident and any previous sanctions awarded. Staff receiving the email at the Key Stage Hub should alert 'On Call' to attend the room, to settle and support, when receiving the email.

**Receiving teacher:**

The member of staff receiving the student, should look to offer the student a seat within the room that will cause least distraction/disruption the lesson. If a student has work with them, they should be asked to get on with this. There is no requirement for the receiving member of staff to insist upon completion of specific work if it is felt that this may escalate a situation. Better that the student is quiet and calm. If they arrive with no work, it would be helpful if they could be provided with some work to complete. It may take a little time for them to settle and begin work, which is acceptable.

**Hot Spot Detention Procedure**

Following the lesson, the member of staff should call home to inform parents/carers of the detention and to seek support in discussing with their child, their behaviour. Parents/carers should be informed when the detention will be. A log should be added by the member of staff to summarise the discussion and to record that parents/carers have been informed.

This is recorded on SIMS > Initiatives > Box 8 > Communication with Home Curriculum.

S. Pace/A. Morgan to be informed of detention details to update records. Hot Spot will supersede a C3 sanction and this will be removed by SIMS manager and the C3 and add Hot Spot to the system, in the background.

The member of staff must attend the relevant Key Stage hub to hold a restorative discussion with the student on the day of the detention. It is essential that this is the teacher of the student and not a different colleague. HoD's are encouraged to support members of their department during restorative discussions with students, where this will have greater impact. The member of staff should lead the discussion where possible, to take ownership of the issue, with HoD in attendance for support.

Restorative discussions during detention time must not take place in front of other students. The purpose of the restorative discussion is to find out (from the student) why they behaved in such a way? To discuss the impact that this has on the learning of others and to seek assurances for positive, future conduct. (Please refer to the text provided Restorative Practice, Mark Finnis, 2021, pg 79-86, for a detailed approach to restorative discussions with students.) The model below provides a brief summary to structure discussions. Pastoral staff and members of the Academy Leadership Team will be in attendance at detentions and may be able to support colleagues with restorative discussions.

- What happened and why did the student choose to behave in such a way? (peer issues, challenge?).
- What was the impact of their behaviour on others? (the member of staff, other students, their own learning?).
- What needs to happen now? (students to think about how their actions impact on others and how to put this right in subsequent lesson and beyond).
- Potential consequences outlined to student for repeat issues.

A summary of this restorative discussion should be logged on SIMS > Initiatives > Box 8 > Reflective Discussion Curriculum Area. A Restorative Discussion may take place and forego the need for a discussion at the detention area. This however, must be logged by member of staff prior to detention.

**Non-attendance of Department Detention**

Should a student not attend the 30minute detention, the member of staff should involve their HoD and a call home should be made to discuss with parents/carers, the non-attendance, so that assurances can be made for subsequent attendance. Parents/carers will be informed of 60 minute,

afterschool, detention. HoD and HoY will liaise where appropriate to decide who will call home and log communication with parents/carers.

Following the RD a summary of the discussion with home should be logged on SIMS > Initiatives > Box 8 > Communication with Home Curriculum,

The member of staff/HoD should visit the student in the detention area to hold a restorative discussion with the student. The class teacher should record the outcome of successful restorative discussion on SIMS along with agreements made by student for future lessons:

SIMS > Initiatives > Box 8 > Reflective Discussion> Curriculum, with a brief summary.

## **Appendix 4g: Consequence Time Out**

**Time Out: Negative conduct points -30. Call home to parents/carers regarding disruption/detention. 60minute afterschool detention. Restorative Discussion with member of staff. Possible loss of rewards trip place.**

This sanction may apply where a student's behaviour is so severe or persistently disruptive, that learning is severely affected, or disruption is such that a student must be removed from the immediate area.

This might be, for example, refusal to attend or remain at Hot Spot, persistent and wilful disruption, fighting, truancy, bullying, continual or outright defiance.

On Call should be contacted and the student removed from lesson and taken to the relevant Key Stage Hub. Where it is not appropriate to wait for On Call to arrive, students should be sent directly to their Key Stage Hub and an email sent to the following persons, with a summary of the incident and any previous sanctions awarded. This should be sent to relevant persons, including LT, HoY, HoD/F, Hub staff, Behaviour LP and S. Pace/A. Morgan.

Students will be housed in their year hub until they are spoken to by a member of staff about their conduct and to discuss the following:

- What happened and why did they behave in such a way?
- Explore why the previous four warnings from teacher (C1,2,3, Hot Spot) were not heeded?
- What was the impact of their behaviour on others?
- What needs to happen now?

The Student Reflection Form (hard copy) will be completed by a member of the Key Stage Hub staff, during the discussion with the student, that allows them to reflect on their conduct. This form will be handed to the relevant HoY which should be filed for future reference in the student file.

The member of staff completing the Student Reflection Form must log this has been completed on SIMS: SIMS> Box 8 > Reflective Discussion. The Time Out log will also be completed in the relevant Key Stage Hub.

When a student arrives at the Hub, the member of staff dealing with the issue, will first establish which room the student has come from and establish if email contact has been sent by the member of staff. This may require follow up to establish the reason for the Time Out referral. The receiving member of staff will initially look to settle the child and then book them into detention at the next available slot, informing S. Pace/A. Morgan ASAP, in order to update records/detention lists. The student will receive -30 behaviour points.

Hub staff will inform parents/carers of the incident and will arrange a detention of 60 minutes, seeking support from parents/carers to address their child's behaviour. Parents/carers should be informed when the detention will be and be given a brief summary of the poor conduct leading to the sanction. This relies on information from member of staff via email to outline the reason for the referral, as soon as practical to do so. A log should be added by the member of staff, summarising the

discussion with the student (related to points above), to state that a log has been completed and will be handed to HoY and to record that parents/carers have been informed. This should be logged on SIMS via:

SIMS> Box 8 > Initiatives > Time Out > Behaviour conversation.

Details relating to Time Out referrals and any accompanying information will be sent to S. Pace/A. Morgan and will be logged centrally. Key Stage Hub staff, S. Pace/A. Morgan will inform the member of staff and HoD of the time and date of the detention.

The student will remain in the Key Stage Hub until such time as they have reflected on their conduct, are calm and are able to return to their next lesson. They should not return to the lesson from which they were sent. Isolation may also be a possibility at this stage, which can only be sanctioned by a member of Leadership Team (LT).

The student will be provided with work. If the class teacher can send work, this should be completed. Where this is not possible, advice on work such as SharePoint or relevant topic work should be communicated to the hub. HoD may provide materials for students to work from. The focus here will be for the preparation for remaining lessons of that day and the need to 'move on' from the issue that led to being sent from lesson. Key Stage Hub staff will look to support mediation between staff and students where appropriate, so that the issue may be resolved swiftly, before the next lesson.

The member of staff must visit the student in detention to hold a restorative discussion with the student. The member of staff should record the outcome of the restorative discussion on SIMS along with agreements made by student for future lessons.

This is recorded in SIMS > Initiatives > Box 8 > Reflective Discussion Curriculum Area. HoD may support the class teacher if required.

Repeat issues may require meetings with parents/carers and HoD/HoY as soon as a pattern occurs.

### **Non-attendance Time Out Detention**

Should a student not attend a department detention either HoD/HoY (following discussion) will call home to discuss with parents/carers their child's non-attendance, so that assurances can be made for subsequent attendance. If the child can be present when the call is made it may encourage attendance.

Parents/carers will be informed of the new date and time for the 60 minute, afterschool, detention. Staff must inform S. Pace/A. Morgan of the new date and time of the detention, who will log details.

A summary of the discussion with home should be logged on SIMS > Initiatives > Box 8 > Communication with Home > Curriculum/Pastoral.

The member of staff/HoD should visit the student in the detention area to hold a restorative discussion with the student. Members of the leadership team/pastoral team may support discussions where appropriate. The member of staff should record the outcome of successful restorative discussion on:

SIMS > Initiatives > Box 8 > Reflective Discussion Curriculum Area - along with agreements made by student for future lessons.

Should a student not attend the detention a second time, the HoY and LT link will discuss next steps. S.Pace/A.Morgan will need to be informed of action taken. A student will normally be isolated, if all procedures have been followed and more than one detention has been deliberately missed.

Students should not normally be placed in isolation for a single, missed detention. (Intervention between HoY/HoD and parents/carers is essential when a first detention is missed to ensure subsequent detentions are attended and lesson time is maximised.

N.B. students must not be sent to Time Out instead of Hot Spot. All departments/faculties must have a published Hot Spot rota for all taught lessons, available on SharePoint, from the start of each new term.

## **Appendix 5: Behaviour Outside of Classrooms/Social Time Behaviour**

### **Behaviour Expectations**

Student behaviour should at all times reflect our positive Academy core values of:

- Leadership
- Empathy
- Community
- Kindness
- Integrity
- Environment

The Academy believes that the behaviour of all of our young people should be outstanding and reflect the positive behaviour expectations of Joseph Leckie Academy.

Students at Joseph Leckie Academy should demonstrate and apply these core values at all times, including travelling to/from the Academy and also when not directly supervised by Academy staff. This applies to conduct both inside/out of class as well as in corridors, the library, the canteen, toilets or anywhere else on the Academy site.

### **Behaviour sanctions**

Students should look to set themselves the very highest standards for personal behaviour, whether in lessons or around the Academy site.

When a student(s) chooses to behave in a way that is not in keeping with good Academy behaviour or conduct, staff will initially seek to discuss this with the student at the time, or shortly afterwards. *This is to ensure that we work with/seek to educate students about how to improve conduct around the Academy site.*

Where a student refuses to speak to a member of staff and, for example, walks off or refuses to discuss conduct, the member of staff should inform their Head of Department or Faculty (HoD/F), for department corridor issues or Head of Year (HoY) for all other issues, who will follow up the initial refusal.

Where possible, HoD/F will support colleagues with a paired discussion, involving the student, at an appropriate time. If on the yard, or where HoD/F has found discussion with the student challenging, HoY will intervene to support.

Where a student is outwardly defiant, HoY may contact parents/carers and seek agreement for improved behaviour and/or a pastoral detention, logging a summary of the discussion and targets for improvements on SIMS > Initiatives > Box 8 > Communication with Home Pastoral.

Where there is a pattern of poor behaviour, a longer leadership detention may be sought. Parents/carers may be brought in for a meeting, or in persistent cases, isolation, suspension or exclusion may be appropriate. HoY or Lead Practitioner (LP) will refer to behaviour data to support actions.



## **Desirable Behaviour Outside of Classrooms/Social Time**

### **Behaviour is evident when...**

- Students manage their own behaviour and are considerate of others.
- Students respect the personal space of other students and keep hands and feet to themselves.
- Mobile phones/headphones are kept out of sight at all times on Academy grounds – students immediately hand over items when asked.
- Students actively avoid and report any form of discrimination, bullying, harassment, derogatory language or violence towards others.
- Students move swiftly from social areas to lessons, independently.
- Students play games/ball games safely and considerately.
- Students help and support others when they face difficulties or are upset, seeking the support of adults to resolve issues, in a non-confrontational way.
- One way systems and corridor routines (e.g. walking on the left) are observed.
- Students display good manners and say “Please/Thank you”.
- Students are proud of their Academy and take pride in being a role model for others and as a citizen of their wider community.
- Students take pride in keeping the Academy site/their local communities clean and tidy.
- Students behave sensibly in communal areas such as dining halls, queues, toilets and unsupervised areas.

## **Undesirable Behaviour Outside of Classrooms/Social Time**

### **Behaviour is evident when...**

- Students require adult intervention to manage their own behaviour and fail to consider the impact of their actions.
- Students ignore the personal boundaries of others and either: push, shove, grab, trip or kick others.
- Rules around mobile phones/headphones are ignored and arguments occur when students are challenged or asked to hand over items.
- Students ignore, support, crowd-around, or engage in discriminatory conduct, bullying, harassment, derogatory language or violence towards others.
- Students require significant adult support/intervention to move from social areas in order to arrive at lessons on time.
- Students show a lack of consideration for others when playing ball games.
- Students attempt to take things ‘into their own hands’ either verbally or physically, instead of speaking to an adult.
- One way systems and corridor routines are ignored, even when reminded.
- Students show little evidence of good manners.
- Students bring the Academy into disrepute (including when travelling to and from the Academy), by littering, vandalism, graffiti, banned items, etc.
- Students require adult supervision to behave sensibly in communal areas.

## Appendix 6: Lead Practitioner Behaviour Structure



# Lead Practitioner Behaviour Structure

### Part 1: Monitor and identify

Behaviour data on C3, Hot Spots and Time Out referrals are now available to all staff, including Heads of Department/Head of Faculty (HoD/HoF), via Class Charts and SIMS.

HoD/HoF's will monitor behaviour across all lessons in their area, in order to raise standards of behaviour for learning and reduce incidents of low level disruption.

Timely and targeted interventions, where data informs of any areas of concern, will help support improved lesson conduct, through supportive interventions led by Behaviour Lead Practitioner (LP).

#### Possible interventions and support mechanisms:

- One to one discussion with student/staff to establish areas of concern.
- Sharing of good practice/support as required.
- Department student behaviour report to teacher or HoD/HoF.
- Telephone call/meeting with students and parents/carers of those causing concern (class teacher).
- Telephone call/meeting with students and parents/carers of those causing concern (Post Holder or HoD/HoF).
- Set change to improve behaviour standards.
- Supportive lesson drop-in's.
- TA deployment/support for identified students.
- SEND referral – 'Cause for Concern' form.
- Referral to Head of Year (HoY).
- Student Support Referral (mentoring, programmes of work, educational psychologist, counselling).
- Lead Practitioner (LP) involvement (Behaviour/Teaching & Learning).
- Leadership Team (LT) involvement.

### Part 2: Planning and Monitoring

HoD/HoF to discuss with teaching staff the impact of prior interventions and support.

HoD/HoF & LP (Behaviour) to meet on half-termly basis to discuss impact of prior interventions (above) and suggest up to three targets/strategies to further drive up behaviour standards for coming half term and agree any support strategies.

HoD/HoF to monitor and assess impact of specified interventions in readiness for subsequent LP meeting (data provided).

### Part 3: Link Leader Meetings

In these meeting held every half term, LT will be provided with a summary of the most recent LP/HoD/F behaviour meeting.

This will support discussions with subject leaders around behaviour and attitudes in their areas.

Link Leader and HoD/HoF will discuss with staff to be referred the next steps.

Link Leader will make a referral. VP behaviour and attitudes will the refer to LP.

Learn together, lead together.



## Appendix 7a: Internal Isolation

Internal isolation is a measure employed by the Academy, to remove a student from lessons, for a period of time in order to maintain standards of behaviour. This may be via isolation from peers at lesson/social times, in order to work with students, take a student statement or to improve conduct and behaviour.

Internal isolation is reserved for disruptive or very poor behaviour. A decision to isolate a student may be taken when for example a student has been aggressive, defiant or rude. Students will be isolated in their relevant Key Stage hub.

Students should complete class work when internally isolated, to a high standard. Internal isolation acts as a deterrent/sanction when behaviour has been very disruptive, and as such, behaviour when isolated should be outstanding. Work should be followed that mirrors class work. The class teacher will need to provide work. Or Head of Department/Faculty (HoD/F) should organise materials be completed.

### Rationale

Internal isolation is a necessary measure to ensure that students are clear on the behaviour expectations of the Academy. Isolations should be used sparingly and for serious issues only, as all learning time is precious.

Any lessons missed, will have an impact upon academic performance and progress. It is therefore important that other behaviour interventions/strategies have been attempted prior to internal isolation, wherever possible.

### Internal Isolation Summary

Conduct points		Sanction applied
-40	Internal isolation	<ul style="list-style-type: none"><li>• Student isolated in Key Stage Hub.</li><li>• Lessons followed.</li><li>• Sanctioned by member of the Academy Leadership Team.</li><li>• 60-minute detention (minimum).</li><li>• Reflective log/discussion completed. (see appendices 7d and 7e)</li><li>• Restorative Discussion/mediation between student and staff.</li><li>• Call home, meeting, formal behavior log on student file.</li></ul>

### Process

A student may be isolated from lessons if there is a behaviour issue that cannot be remedied through the stepped consequence system (C1-3/Hot Spot/Time Out), or where there has been a serious incident where very disruptive behaviour such as verbal/physical abuse, fighting or serious disruption has occurred. This may also be for cumulative poor behaviour choices.

Students may be isolated for defiance. This could be for example when a student has missed more than one detention without good reason or has refused to follow an instruction from a senior member of staff/has run off when being accompanied to detention or has refused a reasonable request from any member of staff.

Internal isolation must be sanctioned by the Key Stage Hub Leadership Team Link, or a member of the wider Leadership Team. Staff should complete the Student Reflection Form, with the student and file with Head of Year (HoY) once complete. A log on SIMS > Box 8 > Reflective Discussion needs to be made to log the form has been completed and passed on. HoY to file all such logs in student file.

By making contact with home as early as possible, information can be shared as well as ensuring that parents/carers are involved and informed of the processes behind the decisions made by the Academy.

### **Recording**

All incidents of isolation must be recorded on the register promptly.

Internal isolations will be coded with a '2' on the register as soon as the isolation is agreed via a member of the Academy Leadership Team. Isolations must be agreed with a member of the Academy Leadership Team, usually the link to the specific year group.

All incidents of 'holding/investigation' will be coded as a '4' on the register. This is where a student might be held for a short period of time whilst fact finding takes place, such as investigations.

A code '4' (holding/investigation) may be converted to code '2' (internal isolation), once cleared with a member of the Academy Leadership Team, who will sanction the internal isolation and length, in agreement with the HoY.

Parents/carers will be called to inform of the isolation and the incident leading to the isolation. In most cases, isolation is accompanied by a 60 minute detention on (at least) the first day of isolation. This may be increased for more serious/repeat issues. The call must be logged Sims > Box 8 > Time Out > for future reference.

A student receiving a sanction of internal isolation will receive -40 behaviour points

### **Detentions related to isolation**

In the case of missed detentions. A student who misses a detention will need to repeat the detention, which will usually be doubled in length.

HoY and HoD/F are instrumental in contacting parents/carers, as soon as a detention is missed, not only to inform parents/carers of the failure to attend, but also to seek assurance (with student present) that the student will attend detention on the subsequent evening.

Calls for this purpose should be logged on SIMS > Initiatives > Box 8 > Communication with Home Pastoral/Curriculum

Should a student abscond a second time, or completely refuse to attend and be defiant, isolation will be the likely result.

## Appendix 7b: Internal Suspension Summary

Internal suspension is a measure reserved by the Academy for the most serious behaviour incidents that might otherwise lead to the formal external suspension of a student for a fixed period. Internal suspension is a sanction that sits just below a formally recorded external suspension, i.e. those suspensions which are reported to the local authority. The purpose of the internal suspension, is both to reinforce high standards of behaviour and conduct, whilst attempting to prevent external suspension.

Internal suspension will be in the Alternative to Exclusion Base, or 'A2E Base'. The A2E Base is where a student is housed away from their normal lessons/peers, for a designated period of time in a smaller, more supportive environment. This is to support high standards of behaviour and conduct with an additional layer between internal isolation and external suspension. Students who are internally suspended will receive -50 behaviour points.

The A2E Base will, as a guide, have an upper limit of six students in the facility at any one time. This includes any external places, which will be a maximum of two places from other schools, at any one time.

### Internal Suspension Summary

Conduct points		Sanction applied
-50	Internal Suspension	<ul style="list-style-type: none"><li>• Sanctioned by Principal/Vice Principal.</li><li>• Student suspended in A2E Base with adjusted timetable.</li><li>• Parent/carers informed by letter. Copy of letter uploaded to SIMS.</li><li>• Reflective log/discussion completed. (see appendices 7d and 7e)</li><li>• Restorative discussion/mediation between student and staff.</li><li>• Conduct report completed by A2E manager, filed with A. Morgan.</li><li>• Reintegration from suspension meeting with: parent/carers, student and member of Academy Leadership Team (LT).</li><li>• Reintegration log completed by LT, filed with A. Morgan.</li></ul>

### Suggested Timetable for students attending A2E

Students who are internally suspended will be informed that they will need to attend the Academy at slightly different times to their peers and will be 'booked in' to the A2E Base by the Vice Principal, Inclusion. In the absence of the Vice Principal, students will be booked into the facility by the Principal or Vice Principal, Curriculum. Referrals for internal suspension may only come through members of the Academy Leadership Team.

8.55am	Arrival at the Academy reception. Students will not be allowed through reception until 8.55am.
9.00am	Arrival at the A2E Base. Lateness will incur afterschool detention and/or repeated days.
9:00am - 10:00am	Period 1 subjects followed
10:00am - 11:00am	Period 2 subjects followed
11:00am - 11:15am	Morning break, taken in A2E Base.
11:15am - 12:15pm	Period 3 subjects followed

<b>12:15pm - 12:45pm</b>	Period 4 subjects followed (split class)
<b>12:45pm - 1:15pm</b>	Lunch taken in the A2E Base. Food/drink will be provided from the canteen.
<b>1.15pm - 1:45pm</b>	Period 4 subjects followed (split class)
<b>1.45pm - 2:45pm</b>	Period 5 subjects followed
<b>2.45pm - 3:15pm</b>	Additional work /PSHE/topic/discussion based work/community service focus followed
<b>3.15pm</b>	End of day
<b>3:05pm - 4:00pm</b>	Latecomers to morning to remain behind. Repeated/deliberate lateness may lead to additional days in A2E.

### **Procedure**

Whilst internally suspended, students will typically be given three chances to address poor or low level conduct. The A2E Base Manager will oversee the behaviour of students in A2E. In circumstances where a student is defiant or disruptive, three warnings may not be appropriate and a decision may be made to terminate the placement and move to formal suspension.

Should behaviour in the A2E Base be such that a student reaches a second warning the A2E Base Manager will attempt to contact the Student Support Manager to attend A2E to support prior to a third and final warning. Following this, a decision will be made in conjunction with the Vice Principal/Principal as to whether internal suspension will be terminated and an external suspension applied.

Mobile phones will be collected and stored securely whilst a student is in A2E - this is a condition of internal suspension.

Lunch will be provided in the A2E Base and will consist of sandwich (or similar) and a drink. Students are welcome to bring a packed lunch if preferred. Toilet breaks should not be taken at the same time as student break/lunch times. Students are allowed to talk quietly at break/lunch time, though will not be allowed out of the A2E Base at these times.

Work will be provided at all times for students and will be emailed to the A2E Manager by email, be provided in hard copy format, or via SharePoint.

### **Student Expectations**

Students in A2E are expected to demonstrate a positive work ethic and excellent behaviour. This is due to the fact a formal external suspension may have been prevented by way of an internal suspension.

Students will be expected to work in silence/very quietly, so as not to disturb others and to complete work as per their normal timetabled lessons. It is essential that teaching staff provide work in a timely manner, so that students may complete work in line with their peers.

### **Informing Parents/Carers**

Parents/carers will be informed of the internal suspension (reason and length of internal suspension) by phone call/letter, the letter will also include details for their child's reintegration meeting (see appendix 7c for a sample letter). The reintegration meeting will require parent/carers,

student and members of the Academy Leadership Team, supported by relevant staff, to meet to discuss targets for improved behaviour and to reduce further incidents. A reintegration log will be completed at the meeting and filed with A. Morgan (see appendix 8e for a Behaviour Log).

**A2E Manager.**

The A2E Base Manager will complete the Student Reflection Form and file with a copy of the internal suspension letter. A behaviour report, commenting on the behaviour and attitude to work of the student whilst in the base, will also be completed and filed. Both should be logged in SIMS > Box 8 > interventions > and will be forwarded to A. Morgan for filing.

Whilst in the A2E Base, students will have time to discuss behaviour and potential solutions/strategies to support improvements. A range of strategies may be employed whilst a student is internally suspended. These might include: mentoring, peer mediation, staff mediation, targeted behaviour workshops, parent/carers meetings, amongst other interventions, which should be logged on Sims > Interventions > Box 8, under the relevant heading.

## Appendix 7c: Sample Internal Suspension Letter

Parent/Carer Name

Address line 1

Address line 2

Address line 3

Date

Dear Parent/Carer,

I am writing to inform you of my decision to internally suspend <student name> for a fixed period of <number> of school days. The internal suspension period is effective from <start date>, until <end date>.

I realise that this suspension may well be upsetting, but the decision to internally suspend <student name> has not been taken lightly. <Student name> has been internally suspended for this fixed period due to <brief reason for the suspension>.

<Student name> will attend the Academy at slightly different times to usual, at the Internal Suspension Base, where <student name> will follow lessons away from their peers. Please see daily schedule, below. It is essential that <student name> arrives at the times stated and is not late, or misbehaves, as further sanctions may apply.

Lunch will be provided for students who are in receipt of free school meals, or may be provided by home. Please ensure that your child brings water or squash, and **not** fizzy or energy type drinks.

### Arrival and daily timetable:

<b>8.55am</b>	Arrival at the Academy reception. Reception will alert Internal Suspension Manager
<b>9:00am - 10:00am</b>	Period 1 subjects followed.
<b>10:00am - 11:00am</b>	Period 2 subjects followed.
<b>11:00am - 11:15am</b>	Morning break, taken in A2E Base.
<b>11:15am - 12:15pm</b>	Period 3 subjects followed.
<b>12:15pm - 12:45pm</b>	Period 4 subjects followed (split class).
<b>12:45pm - 1:15pm</b>	Lunch taken in the A2E Base.
<b>1.15pm - 1:45pm</b>	Period 4 subjects followed (split class)
<b>1.45pm - 2:45pm</b>	Period 5 subjects followed
<b>2.45pm - 3:15pm</b>	PSHE/topic/discussion based work/community service focus.
<b>3.15pm</b>	End of day

<Student name> will be isolated in the Internal Suspension Base for the duration of the suspension. In writing to you, I ask for your support in discussing with your child, the reason for the behaviour that led to this sanction. This is so that <student name> makes wiser behaviour choices in future, to ensure improved standards of behaviour.



Internal suspension is a serious sanction and carries a -50 behaviour point tariff, equivalent to a formal suspension from the Academy. <Student name> will be expected to follow all instructions from staff and will need to abide by all Academy rules. Failure to do is likely to result in a further period of suspension. Please discuss this with your child, so they are aware of Academy expectations.

While in internal suspension students are expected to work quietly and diligently. Break times and all lessons will be taken in the Internal Suspension base. Students will not be allowed out at social times. Work will be set for <student name>. It is important that all work is completed to a high standard and is returned promptly for marking.

You should also be aware that if you think the internal suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to contact the Special Educational Needs Co-ordinator (SENDCo) at the Academy, Mr. K. Wallworth, who will liaise with the Vice Principal, Mr. A. Banbery to discuss the matter and consider concerns raised.

All other enquiries should be directed to Mrs A. Woolley, Internal Suspension Manager, on the Academy number.

A reintegration meeting will take place on <date & time>, with <Principal/Vice Principal/Assistant Principal/Lead Practitioner/Head of Year name>, which you and <student name> are required to attend, where the Academy will seek assurances for improved behaviour and conduct.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. R. L.', with a stylized flourish at the end.

Mr James Ludlow.  
Principal

## Appendix 7d: Reflection Log

### Reflection Log (Time Out/Isolation/Internal Suspension)

<b>Name:</b>		<b>Year/Form:</b>		<b>Date/Time:</b>	
Explain to me what happened? (member of staff leads discussion and takes notes)					
Who has been affected by this? (you? Academy staff? Other students? Your family? Etc..)					
How could you have handled things differently, do you think? How will you act differently next time?					
What needs to happen now to put things right?					
Student signature:					
Please complete log: SIMS/Box 8/Reflective Discussion > Reflective log completed with student and filed					

## Appendix 7e: Behaviour, Attitude and Work Report

### Internal Suspension: Behaviour, Attitude and Work Report

<b>Name:</b>		<b>Year/Form:</b>		<b>Dates of IS:</b>	
Please comment on the student's attitude, behaviour and conduct whilst internally suspended?					
Please comment on the student's attitude/effort towards work completed?					
Was the student able to reflect upon their actions and communicate these to you? Any support required?					
Exit discussion notes/assurances made, with A2E manager:					
Internal Suspension Manager signature:					
Please complete log: SIMS/Box 8/A2E Report > A2E log completed with student and filed					

## **Appendix 8a: External (Formal) Suspension**

An external suspension from the Academy is for a serious one-off, or repeated/persistent breaches of Academy behaviour expectations. It may be used to provide a clear signal of what is unacceptable behaviour and to show a student that their current behaviour is putting them at risk of permanent exclusion.

Examples (though not exhaustive) would be for serious breaches of the Academy behaviour policy such as: violent conduct/assault, foul, threatening or abusive language, racist, homophobic or bullying language (in person or on line), or for repeated/persistent refusal, defiance or dangerous behaviour or possession or use of any banned items. External suspensions may be legitimately awarded for incidents both on the Academy premises, but also for behaviour outside the Academy, such as whilst travelling to/from the Academy site.

Incidents that take place during evenings or weekends, are not normally covered under the Academy behaviour policy, though where possible the Academy will support families towards resolution processes. For issues that are not directly related to the Academy, parents/carers should inform and involve the relevant authorities as they see appropriate.

Where bullying/cyber-bullying/violence and other such incidents take place, the Academy reserves the right to inform the police, to support the safety of children. Police involvement or that of the Academy Designated Safeguard Lead (DSL) may be appropriate for incidents that take place on/away from the Academy site.

An external suspension is formally reported to the Local Authority, Trustees and parents/carers by letter, included in the letter is the right of appeal process. There are no 'unofficial' external suspensions at the Academy, students are never sent home to 'cool off' to prevent the recording of an external suspension. The suspension process at Joseph Leckie Academy is robust and follows recently updated statutory guidance.

A decision to externally suspend a student from the Academy is never taken lightly and must be made by a member of The Academy Leadership Team. All external suspensions from the Academy will be followed with a compulsory reintegration meeting, that is formally recorded and logged on the student file for future reference. External suspensions carry a -50 point tariff.

External suspensions are based on a wide-range of evidence that may be taken from, for example: staff and student statements, witness accounts, camera footage or any other means of information gathering.

For external suspensions from schools the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen. Examples might be for incidents such as:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the Academy's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

### External Suspension Summary

Conduct points		Sanction applied
-50	External Suspension	<ul style="list-style-type: none"> <li>• Sanction by member of the Academy Leadership Team.</li> <li>• Student is formally suspended from the Academy.</li> <li>• Local authority informed and parent/carer informed by letter. Copy of letter uploaded to SIMS.</li> <li>• Reintegration from suspension meeting with: parent/carer, student, member of Academy Leadership Team, Principal and Trustee.</li> <li>• Assurances sought/made for improvements in behavior.</li> <li>• Reintegration log completed, signed by all parties and filed with A. Morgan.</li> </ul>

External suspensions will impact on a student's education, but also chances of participating in reward trips or visits. External suspension, or repeat external suspensions from the Academy may lead to a student losing their place at the Academy, whether via managed move, placement elsewhere or through a permanent exclusion hearing. This is a last resort, but highlights the serious nature of receiving repeat external suspensions from the Academy.

An external suspension, for up to five school days, will require the student to remain at home during school hours and not be in any public place. For external suspensions longer than five school days, the Academy will organise provision, usually at another school/provider, where the student will attend at the hours agreed by the school/provider.

With all suspensions, the Academy treats the reintegration process very seriously and looks to work with families via a supportive, rather than punitive approach. All suspensions from the Academy include information around the formal appeals process for suspensions, which parents/carers will be made aware of via letter.

Students who are suspended from the Academy will receive work to complete at home and should return this, completed, at the reintegration meeting.

Reintegration meetings should be attended at the time stated on the letter and parents/carers are expected to attend on time, or the appointment may need to be re-arranged, due to staff time tables/schedules.

## Appendix 8b: External (Formal) Suspension Process

When the decision has been made to Externally Suspend a student, Academy staff will follow the process/timeline detailed below.

External Suspension Action	Timeline	Responsibility
<p>For suspensions (or when investigating potential permanent exclusion) – the member of Leadership Team (LT), who dealt initially, with the incident, will oversee procedures enclosed.</p> <p><i>*LT or delegated member of staff to ensure student(s) has an opportunity to make a statement (wherever possible), prior to being sent home.</i></p> <p>Cover the facts of the incident and whether the act was deliberate/accidental. Statement to be recorded/scribed by member of staff with student dictating, rather than student scribing. The <b>student to sign/date</b>.</p>	At time of incident/ investigation if possible	LT member investigating/ dealing with incident
<p>LT member investigating to check verbally (where possible) with: Principal/VP B&amp;A/VP C&amp;S/prior to sending the student home, to agree proposed length of suspension before decision made to send home.</p> <p>Where not possible, length of suspension to be discussed prior to parent/carer informed of length of sanction.</p> <p><i>*LT lead to Inform A Morgan ASAP to prepare letter/call to parent/carer</i></p>	<p>Ideally prior to decision to exclude or...</p> <p><b><i>Send student home on suspension and explain to paren/carer that length of sanction to follow shortly</i></b></p>	<p>LT member via Principal VP B&amp;A AP B&amp;A</p> <p><i>*Inform A. Morgan asap, who will liaise with relevant persons (e.g. attendance, DSL, HoY etc.)</i></p>
<p>Parent/carer informed by reception staff with summary/ overview of the incident &amp; reason for suspension.</p> <p>(If already known, inform parent/carer of length of suspension – and reintegration meeting date/time)</p> <p><i>If not known at this time, follow up asap so parents/carers are kept informed as early as possible.</i></p>	<p>Immediately following incident or...</p> <p><i>At latest, by end of Academy day</i></p>	<p>LT member via reception</p> <p>Inform A Morgan ASAP to arrange time for reintegration meeting via Forms</p>
Work to be provided for student via workbook (handed by reception, KS3 or 4 booklet). This should be handed to student and parent/carer as	Ideally within 24 hours of incident	LT/HOY/Teaching staff (HOY to lead)

minimum. LT (via HoY) will arrange work via SharePoint, post, or emailed home.		
<p>Investigating LT member to email the details of the suspension to the following people: Principal, VP B&amp;A, AP B&amp;A and A. Morgan</p> <p>Including:</p> <p>Student Name Year Summary of Incident Length of FTE agreed Start/End FTE Proposed reintegration date/time</p> <p>This will allow a record to be kept of the specific nature of the incident e.g. language used, specific behaviours, time out of school, etc.</p>	<p>At time of incident or....</p> <p>ASAP following</p>	LT investigating
A. Morgan to inform attendance and other relevant colleagues of the expected length of external suspension and absence though not any more than basic details of incident	ASAP after being informed by LT member	A. Morgan via Attendance
LT lead, to offer A. Morgan time for reintegration meeting, so that this may be included on letter or phone call home. A Morgan to send Teams invite based on calendar e.g. Principal/VP availability and any relevant staff required.	<p>At time of incident or...</p> <p>ASAP following</p>	<p>LT &amp; A. Morgan.</p> <p>To arrange time to suit staff &amp; parent/carers</p>
<p>Investigating LT member to request relevant student and staff witness statements, including A Morgan, in email communication for staff, who will follow up and collate staff statements for filing purposes.</p> <p>LT to chase up student statements and pass to A. Morgan.</p>	Within 48 hours of incident	LT member investigating & A. Morgan
Investigating LT member to oversee collation of all student statements sheet A and hand to A. Morgan, with Incident Report Summary B cover sheet fully completed with staff scribing rather than students.	Within 48 hours of incident	LT member investigating/ A Morgan to follow up
Must inform Principal, VP B&A, DSL for potential police involvement e.g. weapons, pyrotechnics, guns, drugs, etc. to agree course of action. Principal, VP and DSL to agree when to involve allocated social worker/Early Help lead/Local Authority, as appropriate.	ASAP following discussion with Principal, VP and DSL	Principal/VP/DSL
A. Morgan to collate statements, checking dates/signatures and follow up with staff	Within 72 hours of incident	A. Morgan

member/investigating LT, to request any statements/paperwork that are missing/signatures etc.		
Principal, VP and LT to oversee reintegration process, in order to reintegrate student back into school. Appropriate staff to be invited as required e.g. SENCO, DSL, HOY, Student Support etc.	As arranged with parent/carers external suspension letter via A Morgan	LT member investigating with A Morgan
Lead LT member to collect and complete FTE Reintegration log including: attendees/summary of incident with support required and 3 agreed targets for successful reintegration.  Student and parent/carers voice is important and should be recorded, as will attendance/punctuality and assessment data, so that the meeting focuses on the 'whole child' not only the incident.	Immediately following reintegration from External Suspension. Agree at end of meeting.	LT member overseeing to pass completed reintegration log to A. Morgan who will scan/copy into electronic document
A. Morgan to oversee records of SIMS Box 8 to ensure Initiatives have been completed for the reintegration and log is kept of completed reintegration logs, to follow up where paperwork may be missing.	Within 48 hours of reintegration meeting being completed.	A. Morgan to follow up with LT
Suggested examples of topics for reintegration meetings: <ul style="list-style-type: none"> <li>• The reason for the suspension and agenda as set out for parents/carers and LT.</li> <li>• What the student wants to achieve?</li> <li>• Where the student is in relation to his or her goals?</li> <li>• What the student will do to achieve those goals (SMART)?</li> <li>• Academic progress current/desired.</li> <li>• Attendance/punctuality current/desired.</li> <li>• Behaviour issues current/desired.</li> <li>• Setting of realistic timelines clear criteria for measuring progress/success.</li> <li>• Focus upon how the student can succeed within school and how further exclusions can be avoided.</li> <li>• Identify what both the school and the student can do to ensure success.</li> <li>• What 'support' is there in place following meeting? What support does the child parent/carers need for this to be considered a successful reintegration?</li> </ul>	On the day of reintegration.	LT member investigating/dealing with incident



## Appendix 8c: External Suspension Letter

Name

Address line 1

Address line 2

Address line 3

Date

Dear Parent/Carer,

I am writing to inform you of my decision to suspend <student name> for a fixed period of <number of days> school days. The suspension period is effective from <start date>, until <end date>.

I realise that this suspension may well be upsetting, but the decision to suspend <student name> has not been taken lightly. <student name> has been suspended for this fixed period due to <brief reason for the suspension>.

You have a duty to ensure that <student name> is not present in a public place in school hours during this time unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if <student name> is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for <student name> to be completed on the school day(s) specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Trust Board. If you wish to make representations, please contact Mrs S Richards, extension 204 as soon as possible. Whilst the Trust Board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST, which is to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIST, Mowden Hall, Straindrop Road, Darlington, DL3 9DN.

You also have the right to see a copy of <student name> school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Sharyn Duffey at Walsall Children's Services at the Education Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG on 01922 652860, who can provide advice.

You may also find it useful to contact the SEND First Tier Tribunal (SEN and Disability). They can be found at <http://www.justice.gov.uk/tribunals/send/appeals>

Child Law Advice Service – Tel: 0300 330 5480 - <http://www.childlawadvice.org.uk>

You may also find it useful to contact the Walsall Information Advice and Support Service SEND (formerly Parent Partnership). The can be contacted on 01922 650330, email [iasssend@walsall.gov.uk](mailto:iasssend@walsall.gov.uk) or via the Website: [www.walsallparentpartnership.org.uk](http://www.walsallparentpartnership.org.uk)

The statutory guidance from the DfE 'Exclusion from maintained schools, academies and student referral units in England September 2022' can be found on the following website: <https://www.gov.uk/government/publications/school-exclusion>

A reintegration meeting will take place in September 2022, with <Principal, VP, AP, LT, HoY name>, which you and <student name> are required to attend. You will be contacted in due course with more details of arrangements. <student name> should return to school on the <date and time>.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J. R. L.', written in a cursive style.

Mr James Ludlow  
Principal

## **Appendix 8d: Leadership Panel and Reintegration Meeting Agenda**

**Student name:**

**Date:**

**Agenda:**

1. Welcome and Introductions
2. The purpose and format of the meeting
3. Academy Leadership Team members to present full details relating to the external suspension.
4. Student to comment relating to the external suspension.
5. Parent/carer to comment relating to the external suspension.
6. Head of Year/Mentor to present information regarding on-going concerns (lessons and social time) and support that has been offered
7. LT to add anything additional relating to on-going concerns and support
8. Student to comment
9. Parent/carer to comment
10. Academy Leadership Team member – Final comments
11. Student, parent/carer – Final comments

***Parent/carer and student exit the room***

12. Principal/Academy Leadership Team to deliver outcome of the meeting and agree next steps (support and targets)

**Appendix 8e: Behaviour Log (to be completed at all reintegration panel meetings)**

**Date of Reintegration Meeting:**

**Date & length of Internal/External Suspension:**

**People Present:**

Student Details	
Student Name:	Form Group:
Total Number of Behaviour Points:	
Attendance and Punctuality:	
Is the student in care or subject to a child protection plan? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the student identified as having a Special Educational Need (SEN)? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Details of External/Internal Suspension
Date of return to school:
Total number of separate suspensions, including the most recent:
Reason for this suspension. <i>Staff and student voice.</i>

### Review of Academic Progress

Areas of strength.

Areas for development. *What does the student need to do better?*

### Actions taken and Target for Behaviour and Learning

1.

2.

3.

Actions agreed *Tick as required, or suggest additional actions*

- |  |  |
|--|--|
| <input type="checkbox"/> Year Half Change (HoY)                  | <input type="checkbox"/> Adapted Timetable (HoY)     |
| <input type="checkbox"/> Removal of Social Times (HoY)           | <input type="checkbox"/> Report Card (HoY)           |
| <input type="checkbox"/> Referral for Mentor Programme (HoY/SSM) | <input type="checkbox"/> PP Mentor Session (SSM/HoY) |
| <input type="checkbox"/> Programme of Work (SSM)                 | <input type="checkbox"/> Reduced Timetable (CK)      |
| <input type="checkbox"/> Alternative Provision (DP)              | <input type="checkbox"/> Managed Move (BB)           |
| <input type="checkbox"/> SEN Assessment (SENDCo)                 | <input type="checkbox"/> SEN Support (SENDCo)        |
| <input type="checkbox"/> Parent/Carer Request for Lunch at Home  |  |

Further Suggestions? *Please list below.*

Additional Comments Related to the Reintegration Meeting	
Students Comments.	
Parent/Carer Comments.	
Academy Comments.	

Student Signature:	
Parent/Carer Signature:	
Signature on Behalf of Academy:	

## **Appendix 9: Permanent Exclusion**

Good discipline is essential to ensure that all students may benefit from the opportunities provided by education. Permanent exclusion is used as a last resort, in response to a serious breach, or persistent breaches of the Academy's behaviour policy.

Permanent exclusions from the Academy may be considered not only whilst a student is at school, but also whilst travelling to and from the Academy. For example, should a student bring the Academy into disrepute whilst on the way to/from the Academy site, or whilst engaging in unsavoury behaviour such as social media abuse of students or staff, permanent exclusion may be applied as a sanction.

A decision to exclude a student permanently must be lawful, reasonable and fair and may be made where allowing a student to remain in Academy would seriously harm the education or welfare of either the student, or others in the Academy.

The Principal will review and consider all of the evidence available to them, in order to make the judgement whether it is appropriate to permanently exclude a child from the Academy. At all stages of the process, parents/carers and child are informed and encouraged to participate fully in the process.

The Principal will give the student the opportunity to present their case before making the decision to permanently exclude.

Where bullying/cyber-bullying/violence and other such incidents take place, the Academy reserves the right to inform the police, to support the safety of children. Police involvement or that of the Academy Designated Safeguard Lead (DSL) may be appropriate for incidents that take place on/away from the Academy site.

### **Pre-permanent Exclusion Meeting**

Before the Principal makes the decision whether or not to move to permanent exclusion, the student and parents/carers will be invited into the Academy to meet and discuss the incident(s) leading to consideration of permanent exclusion.

This may be to offer an unheard side of the incident (as statement may not have been possible at the time), or to add detail or background to an issue that occurred. It is also an opportunity to ask questions for both parties and to look more carefully into whether a permanent exclusion is the right decision.

At this meeting, the decision may be made to inform parents/carers of the decision to move to permanent exclusion. If so, both the student and parents/carers will be asked if there are any mitigating factors, or facts that the Principal should be made aware of, prior to making the decision to move to permanent exclusion. Any contributing factors should be discussed at this meeting.

Alternatively, it may be that time is required, following the meeting, to review all of the facts and consider whether permanent exclusion is the correct course of action in this instance. The Principal will then make the decision whether the Academy will pursue a permanent exclusion.

This will take into account: all evidence gathered, the incident in question, the events around the incident, the severity of threat, statements and facts gained from witnesses, staff, and students, CCTV footage, as well as taking into account the points made in the student and parent/carer meeting.

Where a student is not permanently excluded, the incident will be recorded on the student's file and may be part of future referrals and evidence towards subsequent permanent exclusion decisions.

**Timing and procedure**

When a decision to permanently exclude a student has been made, the Academy will arrange a Trust Board hearing, within fifteen working days and will be agreed between all parties. Packs for permanent exclusion hearings will be sent out to all parties, with supporting evidence - ahead of the meeting. The hearing will give all parties chance to present their case and the Trust Board will decide whether processes have been followed by the Academy.