



Joseph Leckie Academy

Behaviour, Inclusion and Relationships Policy
Leadership, Empathy, Community, Kindness, Integrity and Environment

Approved by Governing Body: 11/2025

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Next review due by: 11/2026

Our Motto

Learn together, lead together

Our Vision

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.

Our Mission

At Joseph Leckie Academy, we will:

- Promote our values of empathy, kindness and integrity.
- Value ourselves and each other equally.
- Set high expectations, promote values-driven leadership and encourage a strong sense of community so that every member of the Academy can achieve highly and flourish.
- Ensure that every student leaves education with the qualifications, knowledge and skills required to make positive lifestyle choices, to lead healthy and successful lives and to contribute positively to society, enriching their lives and the lives of others.
- Act as guardians of our Academy and the wider environment so that future generations may continue to benefit from and enjoy the highest quality resources and opportunities.

Our Core Values

LEADERSHIP - We believe in taking positive action and leading others, doing what is right and taking responsibility for our actions.

EMPATHY - We believe in putting ourselves in the shoes of others and thinking carefully about how our actions will affect other people.

COMMUNITY - We believe that everything we do should be done in partnership with and for the benefit of our community. We work closely together with members of the community towards a common purpose.

KINDNESS – We believe that being kind to others and to ourselves is essential for a harmonious, thriving community.

INTEGRITY - We believe in being honest, doing things properly, fairly and for the right reasons.

ENVIRONMENT - We believe that we have a responsibility to protect and enhance our local, national and global environment and are passionate about leaving things in a better way than we found them.

Table of Contents

1.1	Introduction – The Academy’s Approach to Behaviour	4
1.2	Roles and Responsibilities of Staff	5
1.3	Roles and Responsibilities of Parents/Carers	5
1.4	Behaviour for Learning Expectations	6
1.5	The Reward System	8
1.6	Attitude To Learning (ATL) Descriptors and Behaviour Points	9
1.7	Student Support Systems	10
1.8	The Consequence System	11
1.9	Detentions	13
1.10	Internal Reflection	15
1.11	Suspensions	15
1.12	Permanent Exclusion	16
1.13	Alternative Provision	16
1.14	Related Policies	16

Appendices

Appendix 1 Internal Suspension	17
Appendix 2: External Suspension	18
Appendix 3: Permanent Exclusion	20

1.1 Introduction – The Academy’s Approach to Behaviour

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.

Ours is an inclusive Academy which has the wellbeing and safety of our students at its core. We care for our students and encourage them to make wise choices, praising them when they do things well, but also support 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.

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. 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.

Our focus on restorative practice methods means that we seek first to understand when our high expectations are not met, and then work with our students to resolve any issues. We ensure that our students understand how their choices and actions affect other people, as well as themselves.

At Joseph Leckie Academy, we aim to:

- Create a culture with high expectations of behaviour which will benefit both staff and students, establishing a calm, safe and supportive environment conducive to learning.
- Know our students well.
- Connect with students before correcting them.
- Connect before content.
- Build character, resilience and relationships through participation in a range of opportunities.
- Be consistent and fair when dealing with behaviour making reasonable adjustments for students with additional needs.
- Teach and model desirable behaviour, rather than simply expecting it to occur.

We encourage all our students to achieve their full potential by ensuring high quality and focused pastoral, safeguarding and emotional support which is provided by a dedicated team of pastoral staff. The pastoral structure is comprehensive and supports students through a variety of learning, wellbeing and behaviour interventions and strategies.

1.2 Roles and Responsibilities of Staff

Everyone owns behaviour. Our students' behaviour is a collective responsibility, and every member of staff has a crucial role in fostering a positive learning climate in lessons and right across the Academy. All staff should model the Academy's values of leadership, empathy, community, kindness, integrity and community, always.

We expect students to behave well, both in lessons and at social times and to achieve this aim all adults in the Academy need to teach positive behaviours, through a model of high challenge and high support, rather than expect them to occur. Restorative discussions are a part of this process. They allow staff members to model restorative approaches and proactively teach pro-social skills.

Restorative Practice is not a direct replacement for sanctions but is an important aspect in repairing harm and restoring positive relationships. Staff are expected to model the behaviours that we expect our students to learn including being respectful, taking responsibility and forgiving. Building respectful relationships between staff and students can lead to better behaviour outcomes.

Staff have access to support through the Academy's CPD Programme, the Lead Practitioner for Behaviour and the Pastoral Team. All support is offered in a non-judgemental way and is provided to support staff in developing behaviour for learning strategies to improve outcomes for students.

Staff need to have consistent expectations and responses to both positive and negative behaviour which will enable students to understand the boundaries and expectations regardless of the teacher or support member of staff.

The Academy is committed to upholding its duties under the Equality Act 2010 by ensuring that students with Special Educational Needs and Disabilities (SEND) are not disadvantaged in relation to behaviour expectations or the application of sanctions. We recognise that certain behaviours can be a result of underlying needs, and we will take these into account when responding to incidents. Staff will make reasonable adjustments, where appropriate and apply sanctions fairly and proportionately, prioritising supportive strategies that encourage positive behaviour whilst safeguarding the wider Academy community.

JLA Staff – For further information see separate *Staff Roles and Responsibilities for Recording and Reporting Behaviour* document on SharePoint.

1.3 Roles and Responsibilities of Parents/Carers

We expect Parents/Carers to support the Academy and model the behaviours we want 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.

Class Charts is an online platform which provides Parents/Carers and students with information regarding a student's conduct in real time. Both positive and negative behaviours will be recorded by the Academy's staff through Class Charts and a behaviour ratio is calculated and displayed through the platform. All students should aspire to maintaining a 100% positive behaviour ratio throughout their time at the Academy.

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), to ensure that positive relationships may be fostered between students and Academy staff.
- Inform the Academy about anything that might impact upon positive behaviour.
- Support the Academy by attending punctually, any parents' evenings, meetings or re-integration meetings.
- Be a good role model for their child(ren) when visiting the Academy and when speaking to Academy staff.
- Reinforce with their child the importance of meeting the high expectations set by the Academy to secure the best possible outcomes.
- Contact the Academy with any concerns they may have, so that the Academy can investigate and respond appropriately.
- Log into and regularly engage with our inclusive behaviour monitoring platform Class Charts, logins for which will be emailed to all Parents/Carers at the start of the academic year, along with a guide on to how to access important information about students.
- Provide up-to-date information on any medical conditions for their child(ren) and ensure contact details are accurate.

1.4 Behaviour for Learning Expectations

The behaviour for learning system ensures students are supported in securing the highest standard in their approach and behaviour for learning aiming to secure consistency across the Academy.

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

We expect that all students will:

- Model the Academy's values of leadership, empathy, community, kindness, integrity and community; lead others, show empathy, be kind, act with integrity and respect the Academy environment.
- Show respect to their peers, all members of the staff, visitors to the Academy and our wider community.
- Follow all staff instructions at the first time of asking.
- Be sensible and safe around the Academy site.
- Report any incidents of unacceptable behaviour to a member of staff at the earliest opportunity.
- Respect their learning environment; no litter; no vandalism, no graffiti, no banned items*.
- Wear correct uniform* with lanyards visible.
- Be fully equipped and ready for learning every day.
- Mobile phones*/headphones – never used, seen or heard.

*For further information see specific policies on the Academy's website.



Expectations

- Show respect to your peers, all members of staff, visitors to the Academy and our wider community.
- Respect your learning environment; no litter, no vandalism, no graffiti, no banned items.
- Follow all staff instructions at the first time of asking.
- Always wear correct uniform with lanyards visible.
- Mobile phones/headphones – never used, seen or heard.

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Classroom Expectations



- Enter the classroom quietly and take your seat according to the teacher's seating plan.
- Be equipped and ready for learning with all your equipment out on your desk.
- Allow all students to learn without causing distractions.
- Make sensible contributions to class discussions.
- Work to the very best of your ability at all times.

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Toilet Facilities Expectations



- Take responsibility for our toilets by keeping them clean, free from graffiti and from vandalism.
- Leave the toilet cubicle as you would expect to find it.
- Report any damage to a member of staff.
- Keep germs to a minimum and wash your hands after a toilet visit.
- Always only one person per cubicle.

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Assembly Expectations



- Wait sensibly in single file with your form group to be invited into the assembly hall.
- Remove coats and bags as you enter the hall in silence and in an orderly manner.
- Sit quietly with your form group.
- Focus on the speaker – listen carefully.
- Engage and show appreciation in a courteous manner.

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Dining Hall Expectations



- Wait sensibly in single file to be invited into the dining hall.
- Take a seat at a table whilst eating; put plates and cutlery away after use.
- Dispose of all rubbish in the bins provided.
- All food must be eaten in the dining hall or canopy and not taken onto the yard.
- Treat fellow students with kindness avoiding pushing and playfighting.

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Outdoor Expectations



- Remain in your allocated area during break and lunchtime.
- Be sensible and safe; do not run across the yard.
- All food must be eaten in the dining hall or canopy and not on the yard.
- Report incidents of unacceptable behaviour to duty staff at the earliest opportunity.
- Use the sports equipment appropriately; no vandalism.

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Corridor Behaviour Expectations



- Walk on the left and follow the one-way system.
- Be respectful of students who are learning; keep noise levels down.
- Playing or running in the corridor is dangerous; walk sensibly through the corridor.
- Open or hold doors for others.
- Attend your lessons on time.

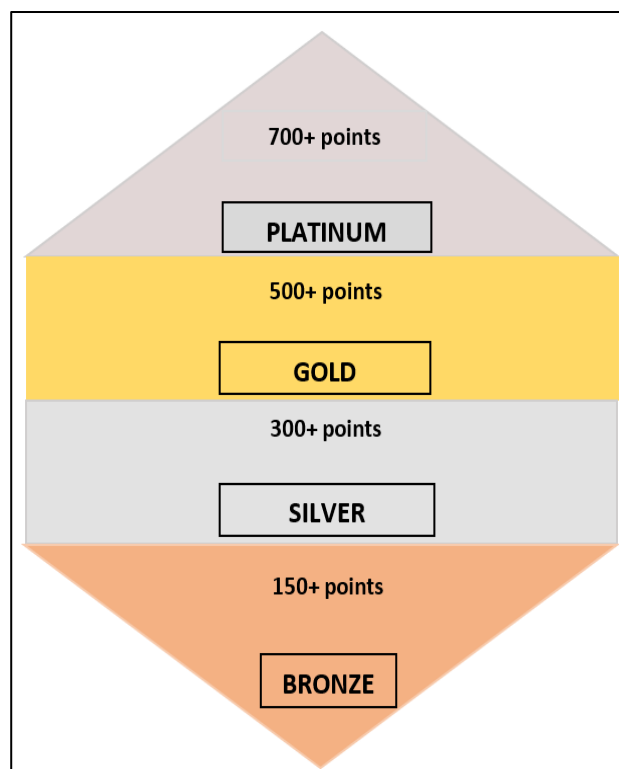
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1.5 The Reward System

Our rewards programme is aimed at creating a positive ethos within the Academy, whilst providing students with long, lasting friendships, memories and experiences that will live on, long after school life. Rewards play an essential part in Academy life and are often far more powerful in improving standards of behaviour and conduct, than sanctions. Students are awarded positive behaviour points via Class Charts by their teachers when they meet expected/above expected standards in lessons. Points may also be awarded for completion of pledges and demonstration of Academy core values. Students should aspire to achieve a 100% positive behaviour ratio.

Parents/Carers and students can keep track of positive points through their Class Charts portal. Students will be able to redeem positive points for rewards through the Class Charts Rewards Store. Rewards will include stationery, basic school equipment, revision materials, mini travel games, prom ticket credits and sports equipment such as footballs and basketballs.

The higher the number of positive points collected, the greater the rewards.



In addition to redeeming points for rewards, students will be rewarded in many other ways including:

The Principal's Standard

At the end of every term, students will be recognised for achieving The Principal's Standard of:

- 100% attendance
- 100% punctuality and a
- 100% positive behaviour ratio.

Awards Events

Rewards ceremonies, such as the Pride of Joseph Leckie Academy and Celebration of Achievement Evenings celebrate both academic success, outstanding conduct or sustained improvement in any activity. Parents/Carers are invited to celebrate their child's achievement with Trustees, guest speakers and Academy staff, bringing the Academy and the wider community together.

Rewards activity days

The purpose of our reward activity days is to reward and motivate students to maintain a positive behaviour record and earn the right to attend a trip or visit. It is to provide students with opportunities that ordinarily, they may not have access to outside of the Academy. The Academy may set challenges 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, through Class Charts to qualify for external events.

The process is also used to closely monitor data, to gather an understanding of where behaviour issues arise and to discuss with students, how their current actions may affect their ability to attend trips and visits in the short/long term. Students with a low positive behaviour ratio may not be able to participate in the activity.

Attendance and Punctuality

Positive behaviour management involves rewarding those students who meet the Academy's high expectations including high levels of attendance and punctuality which demonstrate a positive work ethic. Students will gain additional positive behaviour points to recognise this positive work ethic.

Other recognition of positive student behaviour including:

- Good news postcards and/or positive telephone calls home.
- Year Group Challenges will be set during the academic year which motivate students to secure high standards of behaviour and achievement.
- Weekly achievement updates shared with staff and students to celebrate students' success such as student/subject/form group/year group/house stars of the week based upon the number of positive points accrued on Class Charts or where students have been nominated for sustained excellence, progress, positive conduct, or for an outstanding one-off piece of work or achievement.
- Half termly reward assemblies celebrate those students achieving a high number of positive points for the following:
 - Bronze, Silver, Gold and Platinum awards for reaching point thresholds
 - 100% attendance and 100% punctuality
 - Most improved behaviour
 - Non-academic achievement awards, including character awards linked to our core values.

1.6 Attitude to Learning (ATL) Descriptors and Behaviour Points

Staff at the Academy will reward students' positive engagement 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. Staff will award ATL grades and points will to students in all lessons based on the criteria provided. Over a double period, entries may be made either once or twice, at the discretion of the teacher.

As an approximate guide, a small number of students (2-4) per lesson may achieve an ATL A, whilst most students should be able to access at least ATL B. There may be a few students also on an ATL C or D, but these are likely to be minimal.

Staff may award additional positive points for behaviours when students go above and beyond expectations or where the Joseph Leckie core values are observed.

JLA Staff – For further information see separate *Staff Roles and Responsibilities for Recording and Reporting Behaviour* document on SharePoint.

Attitude to Learning Descriptors

A student is working <u>above</u> the expected standard when they...		
A+2	<ul style="list-style-type: none">• Display a highly positive attitude to their own learning/the learning of others.• Make highly positive contributions to group or discussion work.• Complete work that reflects outstanding effort.• Demonstrate outstanding presentation and organisation.	<div><div>2</div><div>A - Working above expected standard for the lesson</div></div>
	ATL A logged on Class Charts - 2 positive points awarded	
A student is working <u>at</u> the expected standard when they...		
B+1	<ul style="list-style-type: none">• Display a positive attitude to their own learning and the learning of others.• Make positive contributions to group or discussion work.• Complete work that reflects good effort.• Demonstrate good presentation and organisation.	<div><div>1</div><div>B - Working at the expected standard for the lesson</div></div>
	ATL B logged on Class Charts - 1 positive point awarded	
C-0	<ul style="list-style-type: none">• Display a less than positive attitude to their own learning and learning of others.• Make some contributions to group or discussion work.• Complete some work.• Have received behaviour reminders from the class teacher (C1 and/or C2)	<div><div>-</div><div>C-0</div></div>
	ATL C-0 logged on Class Charts - 0 positive points awarded	
A student is working <u>below</u> the expected standard when they...		
C-1	<ul style="list-style-type: none">• Display a less than positive attitude to their own learning/the learning of others.• Make limited contributions to group or discussion work.• Completes work - but not to the required standard expected.• Demonstrate less than satisfactory presentation and organisation.• C3 log recorded in Class Charts for Parent/Carer to view.• Have received 3 separate behaviour reminders from the class teacher (C3).	<div><div>-1</div><div>C3 - Failure to follow instructions</div></div>
	*No positive conduct points and -1 negative conduct point awarded	
A student is working <u>significantly below</u> the expected standard when they...		
D-2	<ul style="list-style-type: none">• Display a poor attitude to their own learning/the learning of others.• Disrupt group or discussion work or fail to contribute, or opt out.• Fail to complete work or produce very little work in the time allocated.• Demonstrate very poor presentation, organisation, or effort in work.• Have received 4 separate behaviour reminders from the class teacher (Hot Spot).	<div><div>-2</div><div>Hot Spot - In Class</div></div>
	*No positive conduct points and 2 negative conduct points awarded	

1.7 Student Support Systems

We recognise that for a small minority of students it is more than just making the wrong choices or not meeting our shared expectations. Some students will need a different approach or intervention, and some will need to be shown how to behave well.

The Academy has a dedicated Inclusion team who meet regularly to discuss student behaviour and support/intervention that may be required. Examples of support that may be provided include:

- Support from any member of staff and specifically pastoral staff including Form Tutor, Head of Year, Assistant Head of Year, Pastoral Assistant and Key Stage Hub Manager.
- Programmes of work provided by a team of student support mentors (e.g. around anger management, conflict resolution, mental health and well-being)

- Healthy lifestyles - diet/sleeping/exercise routines provided by the school nurse
- An Educational Psychologist Assessment
- Counselling
- SEND support
- Support from Safeguarding Team
- Internal Alternative Provision

We will seek to involve Parents/Carers in any decision-making that leads to additional support or intervention.

1.8 The Consequence System

The Academy operates a consequence system that provides students with clear warnings to address behaviour that is not acceptable. If in lessons, student 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 which is known as C1. Further warnings lead to greater sanctions which will accrue negative behaviour points recorded on Class Charts.

Negative behaviour points may also be given for behaviours such as poor punctuality to lessons, truancy, defiance, poor organisation and poor social time behaviour. Please note this is not an exhaustive list.

Behaviour summary table:

Conduct points		Sanction applied
	C1	<ul style="list-style-type: none"> First verbal request, by class teacher, for student to comply with teacher's behaviour expectations. No negative points awarded if student complies with request to settle to work. Positive conduct points will not be awarded. C0 log required. Once awarded, C1 will not be withdrawn for improved conduct.
	C2	<ul style="list-style-type: none"> Second verbal request for student to comply with teacher's behaviour expectations. No negative points awarded if student complies with request to settle to work. Positive conduct points will not be awarded. C0 log on Class Charts required in real time. Once awarded, C2 will not be withdrawn for improved conduct.
<p>An ATL C-0, which incurs no negative points, is logged on Class Charts as a record of some low-level disruption</p> <p>Any consequence above C2 is the threshold at which negative behaviour points are awarded.</p> <p>Parents/Carers are notified.</p>		
-1	C3	<ul style="list-style-type: none"> Third verbal request for student to comply with teacher's behaviour expectations. C3 log on Class Charts required in real time. Restorative Discussion (RD) with teacher to discuss and reframe expected standards for next lesson. Once awarded, a C3 will not be withdrawn for improved conduct.
-2	Hot Spot	<ul style="list-style-type: none"> If unacceptable behaviour persists the student may be asked to remain in class (Hot Spot – In Class or may be sent to a separate room to allow learning to continue (Hot Spot - On call) Hot Spot type log on Class Charts required in real time. 30-minute Hot Spot detention awarded for the next day. Teacher to call home to inform Parent/Carer of student's behaviour and the detention time/date. Call to be logged on Class Charts Restorative Discussion with student at detention logged on Class Charts by Hub Manager. Once awarded, Hot Spot will not be withdrawn for improved conduct.
-3	Time Out	<ul style="list-style-type: none"> If student fails to follow Hot Spot expectations and unacceptable behaviour persists a Time Out log on Class Charts required in real time. On Call to remove the student from the lesson to allow learning to continue. Student removed to Key Stage Hub for period of reflection. Hub Manager to log a 60-minute Time Out detention on Class Charts. Teacher to call home to inform Parent/Carer of student's behaviour and the detention time/date. Restorative Discussion with student at detention - logged on Class Charts by Hub Manager. Once awarded, Time Out will not be withdrawn for improved conduct.

1.9 Detentions

It is essential that all students are given the opportunity to learn in a safe and respectful learning environment. If, despite warnings from staff, students fail to meet our high expectations, or a student accrues a high number of negative behaviour incidents they may be issued with an after-school detention. Heads of Year may issue break or lunchtime detentions as part of their on-going monitoring of student behaviour.

Students failing to meet expected standards such as those of uniform, equipment for learning (including PE kit), punctuality to lessons may be issued with a short standards detention at lunchtime.

Students who fail to meet uniform and appearance standards will receive negative behaviour points, applied by any member of the academy staff on Class Charts. Ongoing or repeated breaches of the Academy's Uniform and Appearance Policy (see policy on website) will result in after-school detentions, with the length of the detention increasing if the student persists in not meeting uniform expectations.

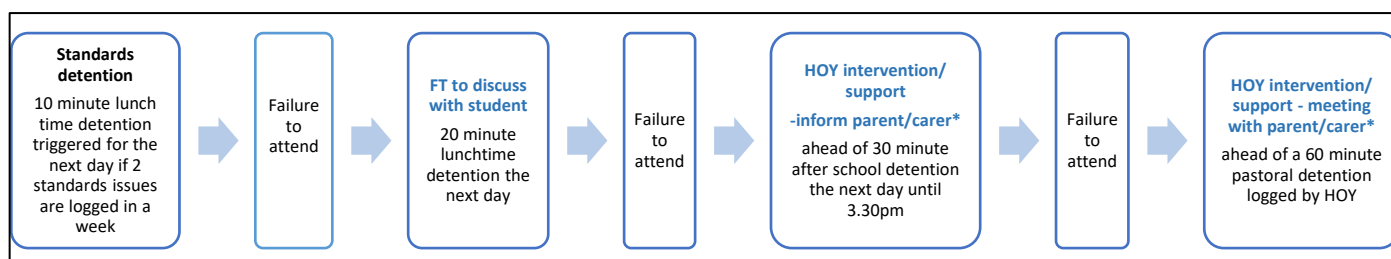
Failure to attend a detention will result in a longer after school detention being issued and where a student persistently fails to attend, or accrues a high number of detentions, a period of internal reflection, an internal suspension or external suspension may be imposed.

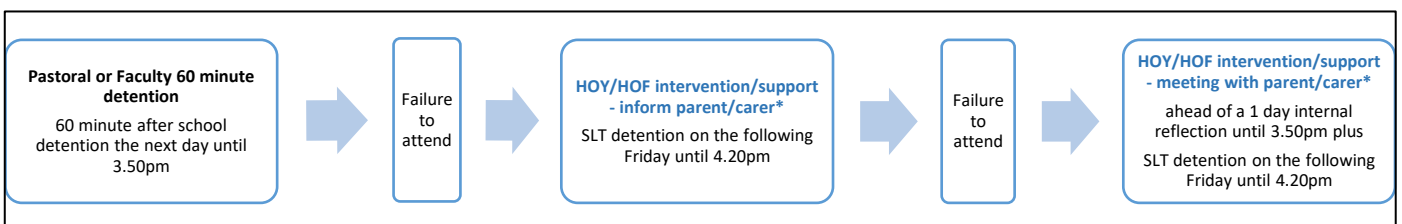
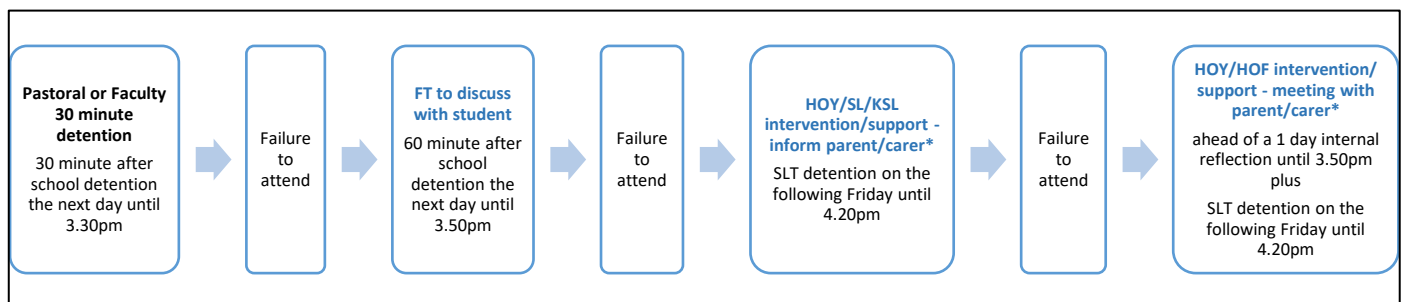
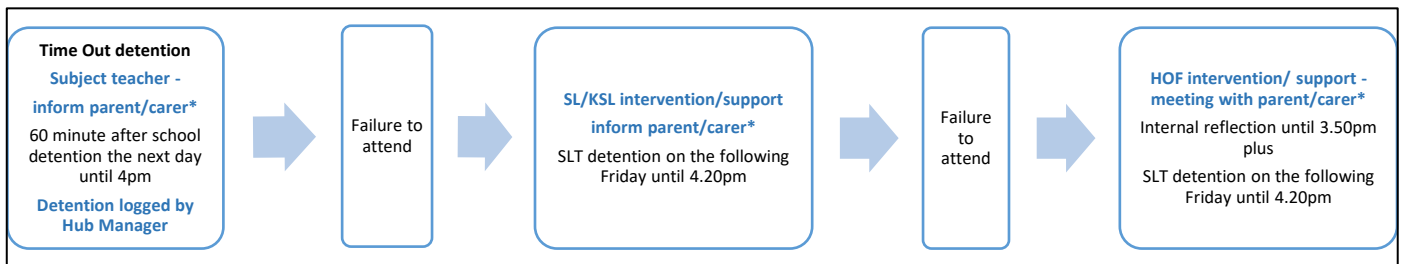
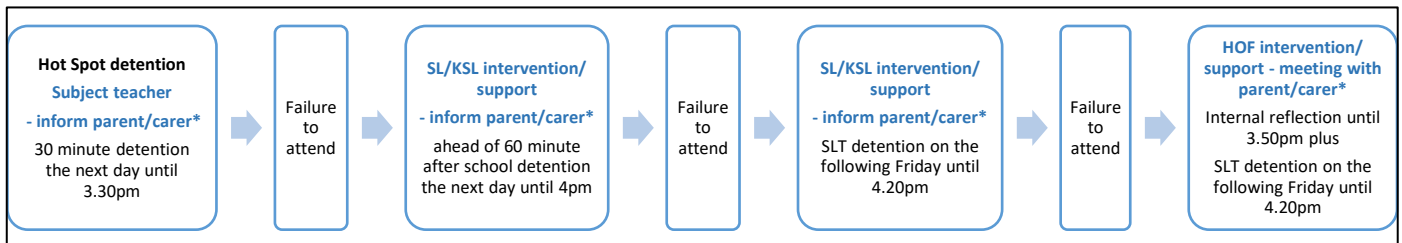
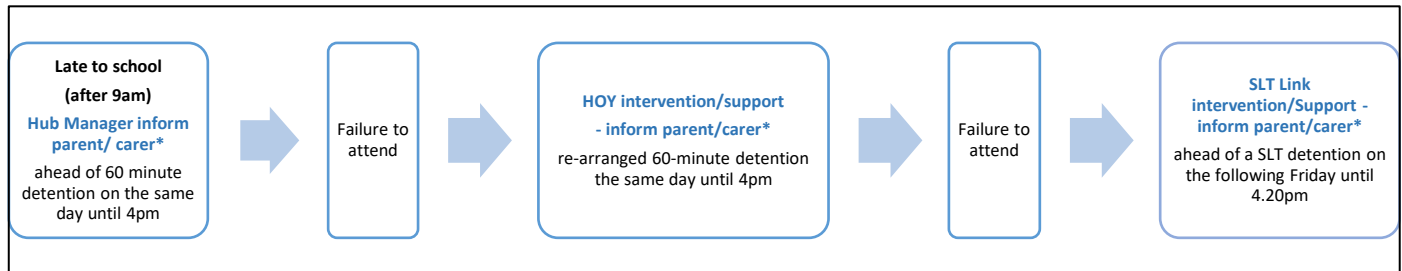
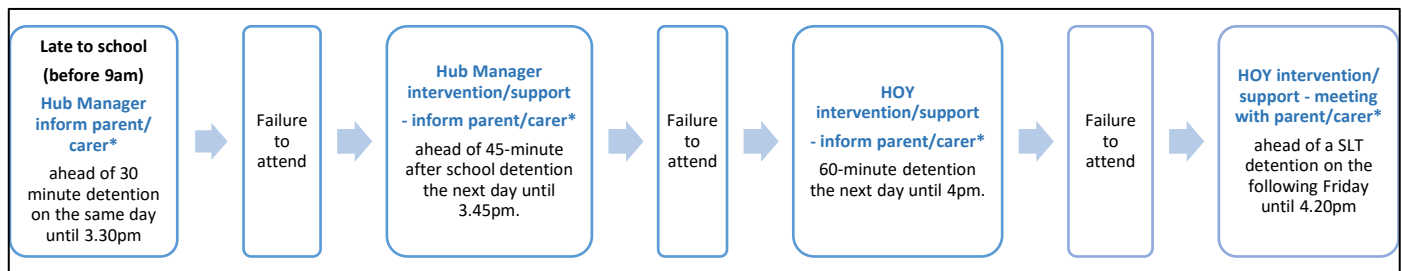
Although the system is a centralised system, with staff supervising detentions on a rota, the member of staff who issued the detention will attend to complete a restorative discussion with the student. This will usually be the subject teacher if the detention has been set because of lack of engagement in the classroom and a member of the pastoral team for standards detentions.

Parents/Carers will be notified of the time and date of a detention through Class Charts. If a student fails to attend a detention, the detention will be upscaled. Parents/Carers will be notified that their child has failed to attend the scheduled detention, through their Class Charts account.

Detentions will be visible under the Detentions tab on Class Charts.

It is essential that all Parents/Carers log in to their Class Charts account and ensure that the Academy has accurate Parent/Carer email address(es) to be notified if their child receives a detention and/or fails to attend.





***Log ALL contact on Class Charts under Parental contact made.**

1.10 Internal Reflection

A member of SLT may issue students who have not responded to previous support or sanctions with an internal reflection where they will be supported by the Hub Manager to reflect on their behaviour and guided to avoid future incidents. Examples of poor behaviour choices include students involved in a serious incident, displaying persistent disruptive behaviour, defiance and inappropriate behaviour towards peers/staff.

Students will be supervised in the relevant Key Stage Hub/A7 and work independently on the work set by their subject teachers (or Subject Lead/HOF) for that day from (8.20am – 3.50pm). Parents/Carers will be informed of the sanction by HOY or by AHOY/Hub Manager/Pastoral Support Assistant if HOY is unavailable due to teaching commitments. HOY must have oversight of this to ensure that Parents/Carers are informed.

Inappropriate behaviour whilst in the Hub/A7 is likely to lead to further days in internal reflection, an internal suspension (A2E) or an external suspension. Mobile phones will be collected and stored securely.

1.11 Suspensions

We are committed to following all statutory suspension and exclusion procedures ([School suspensions and permanent exclusions - GOV.UK](#)) to make sure that every child receives an education in a safe and caring environment. 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 an internal or external suspension. Both instances are serious sanctions.

Definitions

- Suspension – when a student is removed from the Academy for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.
- Permanent exclusion – when a student is removed from the Academy permanently and taken off the Academy admission register. This is sometimes referred to as an ‘exclusion’.
- Off-site direction – when a governing board of a maintained Academy requires a student to attend another education setting temporarily, to improve their behaviour.
- Managed move – when a student is transferred to another Academy permanently. All parties, including parents/carers and the admission authority for the new Academy, should consent before a managed move occurs.

Internal suspension is where a student attends the Academy from, 8.45am – 3.30pm, a different time to their peers, and works 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 (A2E) facility.

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.

A reintegration meeting with Parents/Carers is required following an internal and external suspension. At this meeting, assurances will be sought from the student, in the presence of their Parents/Carers, for agreed improvements in behaviour. The student will be supported by a formal

reintegration process and targeted interventions from the Academy by way of a signed agreement by all parties. For further information, see Appendices 1 and 2.

1.12 Permanent Exclusion

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. For further information, see Appendix 3.

1.13 Alternative Provision

Students who persistently struggle with behaviour, despite receiving targeted interventions and pastoral support, may be temporarily placed with an alternative educational provider to help address and improve their conduct. This process is referred to as an off-site direction.

An off-site direction may be considered appropriate if a student:

- persistently fails to follow the Academy's behaviour policy, despite intervention/support provided
- is involved in a serious breach of the Academy rules and their actions have put the safety of staff and/or other students at risk
- has incurred multiple internal or external suspensions
- is at risk of permanent exclusion.

During the period of off-site direction, the student might be in alternative provision on a part-time schedule with continued mainstream schooling or full-time for a limited period. The student will be dual-registered, and the placement will be regularly reviewed.

A managed move is a process that leads to a permanent transfer of a student to another school, as part of a behaviour management process. Managed moves will be considered if:

- it is strictly in the child's best interest
- voluntary and agreed by all parties (both schools, the relevant LA (s) and the Parents/Carers)
- offered as part of a planned intervention
- preceded by information – sharing between the current school, receiving school and supported by an effective integration strategy.

1.14 Related Policies

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

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

- Mobile Phone Policy
- Searching, Screening and Confiscation Policy

Appendix 1: Internal Suspension

Internal suspension is a serious sanction used by the Academy in response to significant behavioural incidents that might otherwise warrant a formal external suspension. It serves as an intermediate measure—positioned just below an externally recorded suspension, which would be reported to the Local Authority. The aim of internal suspension is to uphold high standards of behaviour while offering an opportunity for reflection and intervention to avoid escalation.

Internal suspensions take place in the Alternative to Exclusion (A2E) Base—a dedicated space where students are removed from their usual lessons and peer group for a set period. This smaller, structured environment is designed to reinforce expectations and provide targeted support. Students placed in A2E will receive a deduction of 5 behaviour points.

During their time in A2E, students will complete work aligned with their normal timetable. If a student's behaviour in A2E falls below acceptable standards, the Vice Principal or Principal will review the situation and may decide to end the internal suspension and issue an external suspension instead.

The A2E Base also provides a space for students to reflect on their behaviour and explore strategies for improvement. Interventions may include mentoring, peer or staff mediation, targeted behaviour workshops, and meetings with Parents/Carers, among other supportive measures.

As a condition of internal suspension, students must hand in their mobile phones upon entry to A2E. Devices will be securely stored for the duration of their placement.

Internal Suspension Summary

Conduct points		Sanction applied
-5	Internal Suspension	<ul style="list-style-type: none"> • Sanctioned by the Principal/Vice Principal/Assistant Principal Behaviour • Student suspended in A2E Base with adjusted timetable (9am-3.30pm) • Parent/Carer informed by letter and reintegration meeting time/date shared (Inclusion Administrator) • Reflective log/discussion completed (A2E Manager) • Restorative discussion/mediation between student and staff • Reintegration from suspension meeting with: Parent/Carer, student and either of HOY/and or Senior Leadership Team (SLT link) or another member of the Senior Leadership Team. • Reintegration log completed by member of staff leading the meeting and filed with Inclusion Administrator

Appendix 2: External Suspension

An external suspension from the Academy is issued in response to either a serious isolated incident or ongoing breaches of the Academy's behaviour standards. It serves as a firm indication that the behaviour in question is unacceptable and acts as a warning to the student that continued misconduct could lead to permanent exclusion.

Examples (though not exhaustive) would be for serious breaches of the Academy behaviour policy such as:

- violent conduct/assault
- dangerous behaviour
- possession or use of any banned items.
- foul, threatening or abusive language
- racist, homophobic or bullying language or conduct (in person or online)
- persistent defiance and/or persistent disruptive behaviour
- bringing the Academy into disrepute
- bringing an item/article on to the Academy premises that is deemed to be offensive or dangerous or a replica/imitation item that could be seen as an offensive weapon or dangerous item/article

External suspensions may be appropriately issued for incidents occurring both on Academy grounds and off-site, including behaviour while travelling to or from the Academy. While incidents that happen during evenings or weekends typically fall outside the scope of the Academy's behaviour policy, actions during these times may be considered under the policy if they are deemed to bring the Academy into disrepute or pose a risk to the safety or wellbeing of any member of the Academy community.

Where appropriate, the Academy will work with families to support resolution. For matters not directly connected to the Academy, Parents/Carers are encouraged to contact the relevant external authorities as they deem necessary.

In cases involving bullying, cyberbullying, violence, or similar serious incidents, the Academy retains the right to involve the police to safeguard the wellbeing of students. Depending on the nature and location of the incident—whether on or off Academy premises—police intervention or action by the Academy's Designated Safeguarding Lead (DSL) may be deemed appropriate.

Decisions to externally suspend a student are made with great care and must be authorised by a member of the Senior Leadership Team. Every external suspension is followed by a mandatory reintegration meeting, which is formally documented and added to the student's record for future reference.

External suspensions are determined using a broad spectrum of evidence, which may include staff and student statements, witness testimonies, CCTV footage, or any other relevant sources of information gathered during the investigation.

When considering external suspensions, the Principal applies the civil standard of proof—namely, the 'balance of probabilities.' This means that a fact is considered to be true if it is more likely to have occurred than not, as opposed to the higher criminal standard of 'beyond reasonable doubt.' Accordingly, the Principal should determine that an incident took place if the evidence suggests it is more probable than not. 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.

A single suspension—or repeated suspensions—can result in a student losing their place at the Academy. This may occur through a managed move, placement at an alternative provision, or, in more serious cases, a permanent exclusion. While such measures are considered a last resort, they underscore the gravity of repeated breaches of Academy expectations.

For suspensions lasting up to five school days, students are required to remain at home during school hours and must not be present in public places. During this period, students are expected to complete assigned work, which may be provided as a physical pack, accessed via SharePoint, or sent via email.

In cases where a suspension exceeds five school days, the Academy will arrange educational provision—typically at another school or provider—where the student will attend according to the agreed schedule.

The Academy places strong emphasis on the reintegration process following any suspension. We aim to work collaboratively with families to support a successful return to school. All suspensions are accompanied by written communication outlining the formal appeals process, which Parents/Carers are informed of via letter.

Reintegration meetings must be attended at the time specified in the letter. Punctual attendance by Parents/Carers is essential, as missed or late arrivals may require rescheduling due to staff availability. Students are expected to bring completed work from their suspension period to the reintegration meeting.

External suspensions may affect a student's eligibility to participate in reward trips or extracurricular visits.

Any external suspension is formally communicated to the Local Authority, Trustees, and Parents/Carers via written notification, which includes details of the right to appeal. The suspension process at Joseph Leckie Academy is thorough and adheres to the latest statutory guidance.

Conduct points		Sanction applied
-6	External Suspension	<ul style="list-style-type: none"> • Sanctioned by the Principal/Vice Principal/Assistant Principal Behaviour • Student is formally suspended from the Academy.

	<ul style="list-style-type: none"> • Local authority informed and Parent/Carer informed by letter. Copy of letter uploaded to Arbor. • Reintegration from suspension meeting with: Parent/Carer, student, one or more of the Academy Senior Leadership Team, Principal, and if necessary, a Trustee. • Assurances sought/made for improvements in behaviour. • Reintegration log completed, signed by all parties and filed with Inclusion Administrator.
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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 through a supportive 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.

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 timetables/schedules. Students should return work that has been completed at home at the reintegration meeting.

Appendix 3: Permanent Exclusion

Maintaining high standards of discipline is vital to ensure that every student can fully access and benefit from the educational opportunities provided. Permanent exclusion is considered a measure of last resort, applied only in cases of a serious breach—or persistent breaches—of the Academy’s behaviour policy.

The Academy may consider permanent exclusion not only for incidents occurring on school premises but also for behaviour outside of school, including during travel to and from the Academy. For instance, actions that bring the Academy into disrepute—such as inappropriate conduct in public or the misuse of social media to target students or staff—may warrant permanent exclusion.

Any decision to permanently exclude a student must be lawful, reasonable, and fair. Such a decision may be taken when it is judged that allowing the student to remain at the Academy would pose a significant risk to the education or welfare of the student themselves or others within the school community.

The Principal will carefully review all available evidence before determining whether permanent exclusion is an appropriate course of action. Throughout the process, Parents/Carers and the student will be kept fully informed and encouraged to engage constructively.

Prior to any final decision, the student will be given a fair opportunity to present their account of the incident.

In cases involving bullying, cyberbullying, violence, or similar serious misconduct, the Academy reserves the right to involve the police to ensure the safety and wellbeing of students. Depending on the nature and location of the incident—whether on or off Academy premises—police involvement or action by the Designated Safeguarding Lead (DSL) may be deemed necessary.

Pre–Permanent Exclusion meeting

Before a decision is made regarding permanent exclusion, the student and their Parents/Carers may be invited to attend a meeting at the Academy to discuss the incident(s) under consideration.

This meeting provides an opportunity for the student to share any perspective that may not have been previously heard—such as if a statement could not be given at the time—or to offer additional context or background. It also allows both parties to ask questions and explore whether permanent exclusion is the most appropriate course of action.

During the meeting, the Principal may inform Parents/Carers of the intention to proceed with permanent exclusion. In such cases, both the student and Parents/Carers will be invited to share any mitigating circumstances or relevant information that the Principal should take into account before making a final decision.

Alternatively, further time may be required after the meeting to review all available evidence and determine the most appropriate response. The Principal will then decide whether to proceed with permanent exclusion. This decision will be based on a thorough evaluation of the incident, surrounding events, the level of risk posed, witness statements, staff and student accounts, CCTV footage, and any points raised during the meeting.

If the decision is made not to permanently exclude the student, the incident will still be formally recorded on the student's file and may be referenced in any future disciplinary considerations.

Once a decision to permanently exclude a student has been made, the Academy will schedule a Trust Board hearing to take place within fifteen working days, with the date agreed by all parties involved.

Prior to the hearing, all parties will receive a comprehensive pack containing relevant documentation and supporting evidence. The hearing provides an opportunity for all sides to present their case, and the Trust Board will assess whether the Academy has followed the appropriate procedures throughout the exclusion process.