



# Joseph Leckie Academy

Behaviour, Inclusion and Relationships Policy

**Approved by JLA Trust Board:**

<09/2022>

**Last reviewed on:**

<09/2023>

**Next review due by:**

<09/2024>

<b>Contents</b>	<b>Page</b>
<a href="#"><u>1. Introduction and Aims</u></a>	3
<a href="#"><u>2. Pastoral Support</u></a>	4
<a href="#"><u>3. Teaching Required Behaviours</u></a>	4
<a href="#"><u>4. Expectations</u></a>	5
<a href="#"><u>5. Reward System</u></a>	7
<a href="#"><u>6. Consequence System</u></a>	9
<a href="#"><u>7. Suspension (Internal/External)</u></a>	12
<a href="#"><u>8. Permanent Exclusion</u></a>	12
<a href="#"><u>9. Related Policies</u></a>	12

**Appendix 1a:** Key Stage Hubs

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

**Appendix 1c:** On Call

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

**Appendix 3:** Attitude to Learning (ATL) Descriptors and Conduct Points

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

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

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

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

**Appendix 4e:** Consequence Hot Spot

**Appendix 4f:** 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

**Appendix 10:** Child-on-child sexual violence and sexual harassment

## 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 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 (see Ape
- Form Tutors.

2.4 All year groups are supported by the Academy:

- Student Support Manager.
- Hub Managers / A7 Manager.
- Safeguarding Team.
- Heads of House.
- SEND Team.
- On Call Staff.
- Behaviour Lead Practitioner.
- Attendance Team.
- Education Welfare Officer.
- Home School Liaison.
- Internal Suspension (A2E Base) Manager.
- Senior 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 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 pupils should aspire to maintaining a 100% positive Behaviour Ratio throughout their time at the Academy. We expect that all Parents/Carers will:

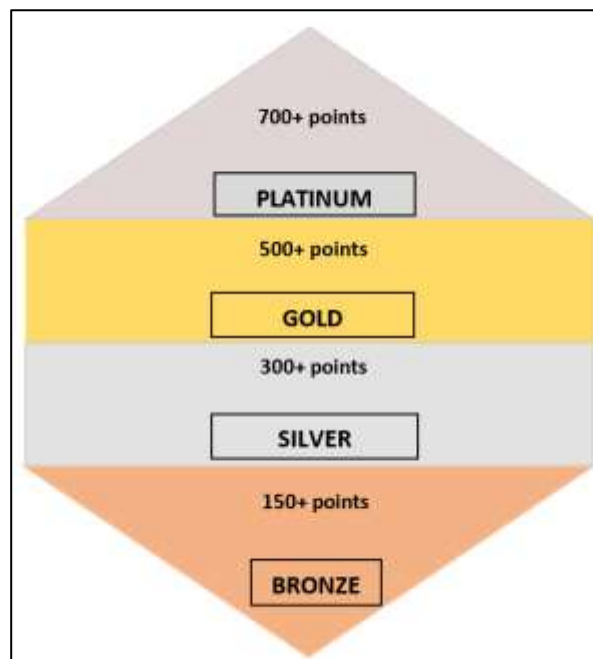
- **Log into and regularly engage with our inclusive behaviour monitoring platform Class Charts, logins for which will be emailed to all Parents/Carers at the start of the academic year, along with a guide to how to access important information about students.** It is important that any change in email address is shared with the Academy.
- 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 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 conduct 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.

5.2 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 Storee. 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.



The Reward Diamond

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

- Verbal praise: “Well done, great job, real improvement, great attitude, good effort!”
- Good news postcards and/or positive telephone calls home
- Giving roles of responsibility and making praise public when students do well.
- Positive behaviour points for contribution to Joseph Leckie Academy Core Values
- Reward and recognition badges on blazers and ties
- Rewards ceremonies, such as the Pride of Joseph Leckie Academy and Celebration of Achievement Evenings
- Reward trips for attendance, punctuality, positive behaviour ratio and ongoing improved behaviour where students will need to secure a certain number of positive points, via Class Charts to “qualify” for external events. Each student starts the qualification period with a ‘clean slate’, irrespective of previous behaviours and choices.
- Year Group Challenges will be set the academic year which motivate pupils to secure high standards of behaviour and achievement. Again, each student starts the qualification period with a ‘clean slate’, irrespective of previous behaviours and choices.
- Weekly achievement updates shared with staff and students that celebrate students’ success such as ‘Student’/’Subject’/’Form’/’Year’/’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 will 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.

#### 5.4 The Principal's Standard

At the end of every term, students who achieve The Principal's Standard of...

- 100% attendance
- 100% punctuality
- 100% positive behaviour ratio

...will be awarded the "Principal's Standard Certificate" and qualify for an early lunch pass to recognise their outstanding attitude to learning.

#### 5.5 JLA Awards Events

The Academy's award evening/afternoon celebrations are organised to celebrate both academic success, outstanding conduct or sustained improvement in any activity.

5.6 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 event is an opportunity to bring the Academy and the wider community, together.

5.7 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.

#### 5.8 Additional behaviour rewards for Attendance and Punctuality

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 each term/half term.

##### Attendance - positive conduct points/rewards per term:

2 Bonus	93%+ Attendance in a term
4 Bonus	95%+ Attendance in a term
7 Bonus	97%+ Attendance in a term
10 Bonus	100% Attendance in a term – Perfect record, well done!

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

1 Bonus	No more than 4 late marks (through reception) to the Academy per half term
2 Bonus	No more than 3 late marks (through reception) to the Academy per half term
3 Bonus	No more than 2 late marks (through reception) to the Academy per half term
5 Bonus	No lateness to the Academy per half term – Perfect record, well done!



## 5.9 Rewards activity days

There are a number and range 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 residential 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 Year Group 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, via Class Charts to “qualify” for external events.

### Qualification criteria

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

The purpose of our activities trips are to reward and 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.

## 6. Consequence system

6.1 The Academy operates a consequence system that provides students with clear warnings to address behaviour that is not desirable. Negative behaviour points may be given for behaviours such as poor punctuality to the Academy/lessons, truancy, defiance, poor social time behaviour etc. Please note this is not an exhaustive list.

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, which is known as “C1”. Further warnings lead to greater sanctions which will accrue negative behaviour points recorded on Class Charts.

**Behaviour conduct summary table:**

Conduct points		Sanction applied
C1		<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>
C2		<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. <del>No text home.</del></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 negative behavior points are awarded and formally logged. Parents/Carers are notified.		
-1	C3	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> 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 (HoS)</li> <li>• Once awarded, a C3 <b>will not be withdrawn for improved conduct.</b></li> </ul>
-2	Hot Spot	<ul style="list-style-type: none"> <li>• Student may be asked to remain in class (Hot Spot – In Classroom) or may be sent to a separate room to allow learning to continue (On Call- Hot Spot)</li> <li>• Teacher to log Hot Spot type on Class Charts in real time.</li> <li>• 30-minute Hot Spot detention awarded for the next day.</li> <li>• Call home to inform Parent/Carer of detention.</li> <li>• Restorative Discussion with student at detention - logged on Class Charts by Hub Manager.</li> <li>• Once awarded, Hot Spot <b>will not be withdrawn for improved conduct.</b></li> </ul>
-3	Time Out	<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 (form completed).</li> <li>• 60-minute Time Out detention awarded for the next day.</li> <li>• Call home to inform Parent/Carer of detention, logged on Class Charts.</li> <li>• Restorative Discussion with student at detention - logged on Class Charts-by Hub Manager.</li> <li>• Once awarded, Time Out <b>will not be withdrawn for improved conduct.</b></li> </ul>

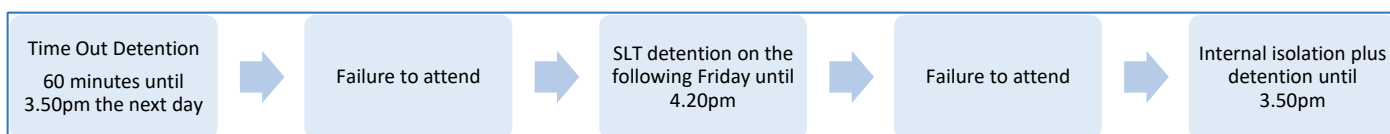
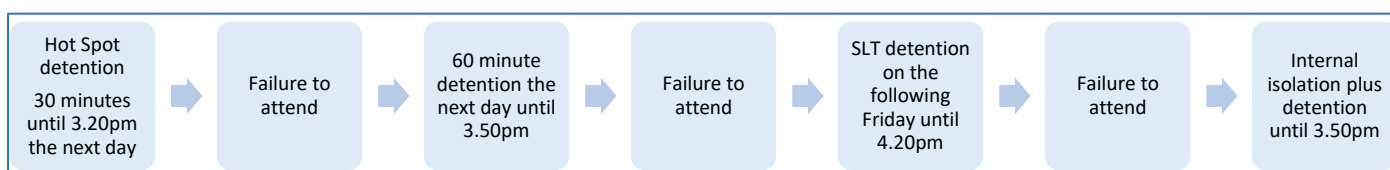
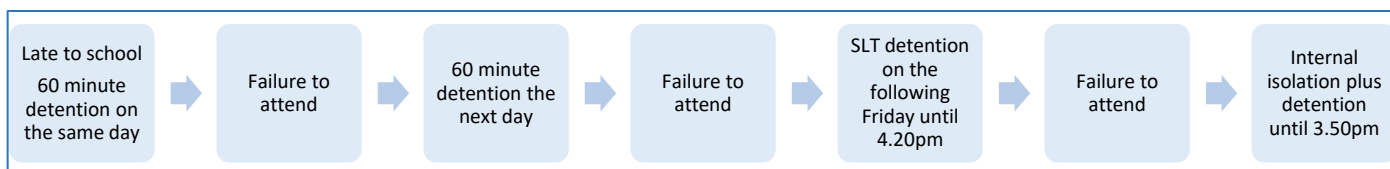
6.3 **Detentions** - It is essential that all students are given the opportunity to learn in a safe and respectful learning environment. If, despite warnings from staff, students fail to meet our high expectations, an after-school detention may be issued to enable a restorative discussion to take place with the student and the member of staff. Failure to attend a detention may result in a longer detention being issued and where a student persistently fails to attend, or accrues a high number of detentions, an internal isolation, internal suspension or external suspension may be imposed.

6.4 All detentions, except SLT detentions will be held in the relevant Key Stage Hub and students supervised by Key Stage Hub Managers and staff with leadership responsibilities on a rota. SLT detentions will be held in **KWB2** and supervised by members of the SLT on a rota.

6.4 **Parents/Carers will be notified of detentions through Class Charts. Hence it is essential that all Parents/Carers log in to their Class Charts account.** Detentions will be visible under the Detentions tab and Class Charts will also send an email to Parents/carers when a detention is issued.

6.5 N.B. this list is not exhaustive and pupils may be given detentions/negative points for other reasons such as a failure to meet expected standards, poor punctuality to the Academy, poor punctuality to lessons, truancy, use of electronic devices (mobile, phones/headphones etc) and lack of equipment/uniform.

### Detention Process



## **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 a Hub Manager, Heads of Year, pastoral mentors and pastoral staff who will support with student behaviour, Parent/Carer telephone calls and Parent/Carer meetings. The support offered by the pastoral teams through our Key Stage Hubs is a strength of the Academy and is supported by the Academy Senior Leadership Team. Key Stage Hub areas provide positive behaviour interventions by our Academy staff as well act as an area to complete appropriate sanctions.

Key Stage Hubs enable staff to support and work alongside students and their families, to offer guidance 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.

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. Mentors support duties at lunchtimes and may also support On Call duties/cover for specified staff.

### **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, SLT 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 Academy 'On Call' system is a real-time response mechanism to support the calm removal or escort of a student away from a room / situation / when there is a need to intervene to support a positive behaviour outcome.

The role requires a *mediatory approach* and the ability to deal with a range of situations calmly and effectively, in order to offer a level of diplomacy in resolving incidents that if left unchecked may lead to escalation. On Call staff may also support lessons where required (at "C3" for example). Reward points may be given by the On Call member of staff where good work or Joseph Leckie Core Values are observed.

Staff who are assigned On Call 1 / 2, will complete their duty during a non-teaching period of the week. Any member of staff, but usually those at: M5 or above, Grade 5 or above, staff with leadership roles, HoY, Hub Managers, Lead Practitioners, Senior Leadership Team (SLT) or other identified staff may be requested to complete a period(s) of On Call duty.

On Call periods will be formally timetabled at the start of each academic year, usually in unallocated time or Academy Time 1. This may be reviewed/amended during the year. The period ***should not be used to arrange meetings*** due to the proactive nature of the On Call role. *It is essential that both On Call 1 and 2 respond to calls and Class Charts logs immediately and do not wait for the other party to respond first. This is so that colleagues are always supported effectively.*

Lead Practitioner Behaviour / SLT 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.

### **On Call Expectations (Procedural)**

- Promptly, at the start of each lesson, collect radio **and** On Call iPad from the Academy Reception.
- Radio must be always switched on. Meetings should not be arranged during On Call period.
- Log into Class Charts account to monitor the real time activity feed by searching On Call in the search bar.

### **On Call Expectations (Proactivity)**

- Be proactive in reducing instances of truancy from lessons and sluggishness to class.
- Support in clearing the yard at end of break times in red high -vis vests.
- Be visible, patrolling the site to calmly encourage students to class, paying attention to corridors, stairwells, toilets, for those who may be late to their lesson.
- Seek students who are not in class and return to classroom

### **On Call - Priority 1**

- Immediate **and** urgent priority should be given to "Emergency On Call." Liaise with On Call colleague / SLT to agree which colleague(s) are nearest to immediately attend the room / zone and who is able to support / back-up. This call take priority over all other requests for support and is both important and urgent.

- Teaching staff to use Class Charts / Locate radio / Use student runner / Advise colleague to alert On Call asap.

### **On Call - Priority 2**

- Still of significant importance is the request for either Hotspot On Call or Time Out On Call, by class teacher. In this instance, support is required promptly to escort students to the appropriate area – away from the room. E.g. Hot Spot or Time Out in Hub.
- Colleagues should agree who will attend the request and who may be able to continue with secondary On Call tasks.
- Teaching staff to use Class Charts to alert On Call staff.

### **On Call - Priority 3**

- These would be “locate and escort” type requests: Q codes, truancy follow-up, checking toilets etc. This is still an important role of On Call staff, but these are often less immediate issues, than the scenarios above (unless safeguarding is identified as a factor).
- Use Class Charts / Radio and On Call staff to decide who will be responsible for follow up.

### **On Call – Priority 4**

- An example would be to collect and escort student(s) from reception for example to pastoral hubs or take a student, who might abscond, from one area of the site to another.
- Where possible staff requesting this should organise this themselves – e.g. certain pastoral staff may be able to collect a student who they need to see themselves.
- Where this is not practical, or possible, (E.g. by Hub Mangers ), On Call may be asked to support in escorting a student to a named area.

### **On Call – Priority 5**

- An example would be to see if a student had arrived at their classroom, or to collect a student for an appointment, or to escort a student (who may abscond) across the yard so they can visit the toilet. (n.b. member of staff is not expected to supervise students in the area), but rather supervise them getting to the right buildings and back.

\*Information above is to be used as a guide only. There may be situations where a medical on call or missing student is a priority. Colleagues should also use their professional judgement / common sense to determine priorities as they arise, based on need.

### **On Call – Other tasks required of On Call 1/2**

- Inform HoY when behaviour issues require additional information / follow-up.
- Encourage students to attend Hot Spot room and escort any who refuse to their Key Stage Hub.
- De-escalate and remove a child calmly from a situation and take to the relevant area.
- Avoid being drawn into secondary behaviours / discussion with a student who is stressed/anxious.
- Remain calm and explain what ‘needs to happen now,’ providing clear instructions.
- Support colleagues where students reach C3. Drop-in to see if the student has settled.

- Return radio and iPad promptly to the Academy Reception for use by next On Call colleagues.

**On Call – Tasks not required of On Call 1/2**

- Pick up or deliver items, parcels, lunches, work to other areas of the Academy.
- Pick up or escort students to staff who are teaching.
- Administer first aid or make judgements about first aid issues. Rather, On Call should escort student (where possible) to the nearest available first aider who will deal with the issue.
- Pick up or escort students to a colleague who is able to collect the student themselves.
- Pick up or escort parents/carers to meetings, unless this is not possible for person hosting meeting.
- Run errands for colleagues.

\*Year 11 Time Out / On Call referrals will (from September 2023) be processed in the KS4 Hub.

## **Appendix 2: 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 -1 negative conduct points for the student (C3).

ATL D will lead to -2 negative conduct point for the student (Hot Spot).

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.

Staff may award additional positive points for behaviours when pupils go above and beyond expectations or where Joseph Leckie Core Values are observed.

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

### Appendix 3: 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+2</b>	<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>
	<b><i>*2 positive conduct points awarded</i></b>
<b><i>A student is working <u>at</u> the expected standard when they...</i></b>	
<b>B+1</b>	<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>
	<b><i>*1 positive conduct point awarded</i></b>
<b><i>A student is working <u>below</u> the expected standard when they...</i></b>	
<b>C-1</b>	<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>• C3 log recorded in Class Charts for Parent / Carer to view.</li> <li>• <b><i>Have received 3 separate behaviour reminders from the class teacher (C3).</i></b></li> </ul>
	<b><i>*No positive conduct points and -1 negative conduct point awarded</i></b>
<b><i>A student is working <u>significantly below</u> the expected standard when they...</i></b>	
<b>D-2</b>	<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 4 separate behaviour reminders from the class teacher (Hot Spot).</i></b></li> </ul>
	<b><i>*No positive conduct points and -2 negative conduct points awarded</i></b>

## **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, and 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: 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 4c: 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 4d: Consequence C3 (Third warning and sanctions)

##### **C3: Negative conduct points -1. Restorative discussion / conversation with member of staff. Log on Class Charts. Possible loss of rewards trip place.**

A student reaching C3 will already have received two prior verbal warnings (C1 and 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."

C3 behaviours will be logged in Class Charts, by staff, under **one** of the following categories. Only one C3 log should be made. E.g. Two C3's, for different behaviours, **must not** be added in during a timetabled lesson.

- C3 – Failure to follow instructions
- C3 – Poor effort
- C3 – Inappropriate behaviour towards another student
- C3 – Low lever disruption

At C3, students will not receive 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. 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.

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 / conversation at C3**

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 a maximum of 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 after school detention. The student should attend their detention, as first priority, where the restorative discussion may take place – by staff member visiting them.

Should a student fail to attend an arranged discussion with the teacher, HoS / HoF should be informed to support and facilitate the discussion.

HoS's are encouraged to place students on department report if persistent disruption occurs.

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

**Hot Spot: Negative conduct points -2. Restorative Discussion with member of staff at detention area. Log on Class Charts. Call home to Parents/Carers regarding disruption/detention. 30 minute 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 faculty / subject Hot Spot rota.

It is left to the class teacher's judgement as to whether a student is kept in the class at Hot Spot, or sent 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 generated by Class Charts and students will receive -2 behaviour points.

It is important to make the point to students that whilst C3 carries only a -1 negative behaviour point, Hot Spot carries -2 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 must log the Hot Spot in Class Charts (in real time), "Hot Spot - In Classroom." On Call / pastoral staff may be asked to support at the classroom, to pay a supportive visit, to see that the student has settled following award of Hot Spot.

### **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. At this point the student will already have received three warnings. The referring member of staff must log the Hot Spot as "On Call - Hot Spot" in real time on Class Charts and add a brief description of the behaviour leading to Hot Spot.

Students will be collected from the classroom by On Call 1 / 2 and will be escorted to the Hot Spot room which is published in Sharepoint and should be communicated to the member of On Call staff removing the student. Work must be provided to send with the student. **This is to minimise disruption to the receiving colleague's lesson.**

On Call staff will counsel the student on their behaviour and calmly escort and settle them into the receiving teacher's room. (Should a student refuse Hot Spot, the incident will be upscaled to a Time Out. See appendix 4f.

### **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.

The member of staff awarding the sanction **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. HoS's / HoF's are encouraged to support members of their teams 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 HoS/F in attendance for support.

\*Hub Managers will record student attendance at detention and staff attendance for Restorative Discussions with students.

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 will attend 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.

### **Non-attendance of Hot Spot Detention**

Should a student not attend the 30-minute detention, the member of staff, Form Tutor / HoS / HoY / Hub Manager will receive an email alert informing them of non-attendance. Parents/Carers should be called by HoY / Hub Manager, by agreement, to discuss with Parents/Carers the non-attendance, with the student present, so that assurances can be made for subsequent attendance. Parents/Carers will be informed of a 60-minute detention, the following Friday. HoY / Hub Manager should emphasise that failure to attend will result in a more serious sanction.

HoY / Hub Manager must log the call in Class Charts using the 'Parental Contact Made' tab once the call home has been made and Parents/Carers informed of the incident/detention. This ensures that there is a log of parental contact and avoids duplication of calls by other staff.

The member of staff/HoS should visit the student in the Hub to hold a restorative discussion with the student.

\*Hub Managers will record student attendance at detention and staff attendance for Restorative Discussions with students. Colleagues not attending restorative discussions will receive a follow up email / discussion / meeting to establish why they were unable to / have not been attending.

## Appendix 4f: Consequence Emergency On call

### Sanction to be issued once incident has been fully investigated.

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.

An Emergency On Call might be, for example, refusal to attend or remain at Hot Spot, fighting, bullying, or outright defiance. Uses foul, abusive or threatening language directed towards a member of staff or another student. Poses a physical threat towards a member of staff or another student.

On Call will be alerted through Class Charts when a student needs to be removed immediately from a lesson. Staff must use the Emergency On Call tab in Class Charts in real time and also request support via radio if required. A summary of the incident will need to be logged by the colleague reporting the incident through the 'Please enter a note' section once the On Call tab is clicked. Class Charts will inform HoY, Form Tutor, HoS, SLT of the incident. Where it is not appropriate to wait for On Call to arrive, students should (*in exceptional cases only*) be sent directly to the appropriate Key Stage Hub. On call will need to follow up and check that the student has arrived at the relevant Hub.

Year 7 and 8 students will attend the Key Stage 3 Hub whilst Year 9, 10 and 11 students will attend the Key Stage 4 Hub. Year 11 students who require an Emergency On Call sanction will attend the Key Stage 4 Hub until investigation into a behaviour issue is complete – when an isolation may be required (A7).

When a student arrives at the Hub, the member of staff dealing with the issue, will first establish the reason for the Emergency On Call by checking the student's Class Charts log. This may require follow up if there is no log for the reason for the Emergency On Call to establish the reason for the Emergency On Call referral.

Students will be housed in the appropriate Key Stage 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 Hub Managers 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.

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 authorised by a member of the Senior Leadership Team (SLT). This will normally be via NK as line manager – though any member of SLT may authorise an isolation. (This is usually the link member of SLT stated on the Pastoral Structure document.)

The student will be provided with work. Where a student has been removed from a lesson, the class teacher can send work, for completion in the Hub. Where this is not possible, the student will be given work to be completed by the Hub Manager. 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.

Once investigated, and where appropriate, a sanction will be issued (Time Out 60-minute detention, Pastoral 30/60 minute detention, SLT detention, Internal Isolation, Internal Suspension, Suspension authorised by NK / BB / CK / LD). Hub staff will inform Parents/Carers of the incident and provide a summary of the poor conduct leading to the sanction, seeking support from Parent/Carer to address their child’s behaviour. Where a sanction has been issued, the Parent/Carer should be informed when the detention/isolation will be.

The investigating member of staff/Key Stage Hub Manager must add a note to the original Emergency On Call log, summarising the discussion with the student (related to the points above) and an update of the outcome. Where contact has been made with Parents/Carers, a ‘Parental Contact Made’ must be logged on Class Charts with a summary of the discussion. Information regarding the incident and outcome will be available to staff who recorded the incident, Pastoral staff and SLT to view on Class Charts.

Where the student was removed from a lesson, the member of staff ***must visit the student in detention*** to hold a restorative discussion with the student. Colleagues attending restorative discussions will be recorded as having attended by the Hub Manager. Colleagues not attending student discussions will receive a follow up email / discussion / meeting to establish why they were unable to / have not been attending.

Repeat issues may require meetings with Parents/Carers and HoS / HoF /HoY, further intervention/support where persistent disruptive behaviour occurs.

***\*N.B. students must not be sent directly 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.

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

Should a student not attend the 60-minute detention, the member of staff, Form Tutor / HoS / HoY / Hub Manager will receive an email alert informing them of non-attendance. Parents/Carers should be called by the HoY to discuss with Parents/Carers, the non-attendance, with the student present, so that assurances can be made for subsequent attendance. Parents/Carers will be informed of a 90-minute, SLT detention, the following Friday. HoY should emphasise that failure to attend will result in a more serious sanction.

HoY must log the call in Class Charts using the 'Parental Contact Made' tab once the call home has been made and Parents/Carers informed of the incident/detention. This ensures that there is a log of parental contact and avoids duplication of calls by other staff.

The member of staff/HoS should visit the student in the detention area to hold a restorative discussion with the student.

\*Hub Managers will record student attendance at detention and staff attendance for Restorative Discussions with students. Colleagues not attending restorative discussions will receive a follow up email / discussion / meeting to establish why they were unable to / have not been attending.

## **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 log an Unacceptable break/lunchtime behaviour on Class Charts (Pastoral folder in the negative area) and inform their Head of Department or Faculty (HoS/F), for department corridor issues or Head of Year (HoY) for all other issues, who will follow up the initial refusal.

Where possible, HoS/F will support colleagues with a paired discussion, involving the student, at an appropriate time. If on the yard, or where HoS/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 the call on Class Charts under Parental Contact Made and 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

### 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 (HoS/HoF), via Class Charts and SIMS.

HoS/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 HoS/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 HoS/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).
- Senior Leadership Team (SLT) involvement.

### Part 2: Planning and Monitoring

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

HoS/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.

HoS/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, SLT will be provided with a summary of the most recent LP/HoS/F behaviour meeting.

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

Link Leader and HoS/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 (HoS/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
-4	<b>Internal isolation</b>	<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 Senior 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 as appropriate.</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 AP (B&A) or the Senior Leadership Team Link, or VP's and above. 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 Senior Leadership Team.

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 Senior 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 -4 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 HoS/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 -5 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
-5	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/Carer 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/Carer, student and member of Academy Senior Leadership Team (SLT).</li><li>• Reintegration log completed by SLT, filed with A. Morgan.</li></ul>

### 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's Senior Leadership Team.

<b>8.55am</b>	Arrival at the Academy reception. Students will not be allowed through reception until 8.55am.
<b>9.00am</b>	Arrival at the A2E Base. Lateness will incur afterschool detention and/or repeated days.
<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. 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 - 3:30pm</b>	Period 6 work
<b>3.30pm</b>	End of day
<b>3:05pm - 4:00pm</b>	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 Internal Suspension (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 Internal Suspension (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/Carer, student, and members of the Academy Senior 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 Internal Suspension (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/Carer meetings, amongst other interventions, which should be logged on Sims > Interventions > Box 8, under the relevant heading.

## Appendix 7c: 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 – 3.30pm</b>	Period 6 work
<b>3.30pm</b>	End of day

<Student name> will be isolated in the Internal Suspension (A2E) 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 -5 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.', written in a cursive style.

Mr James Ludlow.  
Principal

**Appendix 7d: Reflection Log**

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

Name:		Year/Form:		Date/Time:	
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:					
<b>Please complete log: SIMS/Box 8/Reflective Discussion &gt; Reflective log completed with student and filed</b>					

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

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

Name:		Year/Form:		Dates of IS:	
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:					
<b>Please complete log: SIMS/Box 8/A2E Report &gt; A2E log completed with student and filed</b>					

## **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 Senior 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 -6 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
<p style="text-align: center;"><b>-6</b></p> <p style="text-align: center;"><b>External Suspension</b></p>	<ul style="list-style-type: none"> <li>• Sanctioned by member of the Academy Senior Leadership Team - VP's and above including AP (B&amp;A) *</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 Senior 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> <p><small>*Any member of Academy SLT may formally suspend a student in case of a serious incident which puts others in danger or safety concerns require immediate action. Contact with home prior is always required before sending a student home.</small></p>

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 Senior Leadership Team (SLT), who dealt initially, with the incident, will oversee procedures enclosed.</p> <p><i>*SLT 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>	<p>At time of incident/ investigation if possible</p>	<p>SLT member investigating/ dealing with incident</p>
<p>SLT 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>*SLT 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 parent/carers that length of sanction to follow shortly</i></b></p>	<p>SLT 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>SLT member via reception</p> <p>Inform A Morgan ASAP to arrange time for reintegration meeting via Forms</p>
<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</p>	<p>Ideally within 24 hours of incident</p>	<p>SLT/HoY/Teaching staff (HoY to lead)</p>

minimum. SLT (via HoY) will arrange work via SharePoint, post, or emailed home.		
Investigating SLT member to email the details of the suspension to the following people: Principal, VP B&A, AP B&A and A. Morgan  Including: Student Name Year Summary of Incident Length of FTE agreed Start/End FTE Proposed reintegration date/time 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.	At time of incident or....  ASAP following	SLT 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 SLT member	A. Morgan via Attendance
SLT 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.	At time of incident or...  ASAP following	SLT & A. Morgan.  To arrange time to suit staff & Parent/Carer
Investigating SLT 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.  SLT to chase up student statements and pass to A. Morgan.	Within 48 hours of incident	SLT member investigating & A. Morgan
Investigating SLT 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	SLT 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 member/investigating SLT, to request any	Within 72 hours of incident	A. Morgan



statements/paperwork that are missing/signatures etc.		
Principal, VP and SLT 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/Carer external suspension letter via A Morgan	SLT member investigating with A Morgan
Lead SLT 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/Carer 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.	SLT 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 SLT
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 SLT.</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/Carer need for this to be considered a successful reintegration?</li> </ul>	On the day of reintegration.	SLT 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 [iassend@walsall.gov.uk](mailto:iassend@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, SLT, 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 Senior 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. SLT to add anything additional relating to on-going concerns and support
8. Student to comment
9. Parent/Carer to comment
10. Academy Senior Leadership Team member – Final comments
11. Student, Parent/Carer – Final comments

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

12. Principal/Academy Senior 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:**

<b>Student Details</b>	
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	

<b>Details of External/Internal Suspension</b>
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 (NK)              | <input type="checkbox"/> Managed Move (NK/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.

<b>Student Signature:</b>	
<b>Parent/Carer Signature:</b>	
<b>Signature on Behalf of Academy:</b>	

## **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.

## **Appendix 10: Child-on-child sexual violence and sexual harassment**

Child-on-child abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to students learning and have severe consequences for their mental health. Such abuse which takes place at Academy does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling abuse, we can help to create a safe, disciplined environment where our students are able to learn and fulfil their potential.

In the event of a report of child-on-child sexual violence or sexual harassment, our staff will follow our safeguarding procedures and refer the concern to the designated safeguarding lead or deputy. Each incident will be considered on a case-by-case basis, and any reported incidents will be investigated immediately. The Academy has a zero-tolerance approach to sexual violence and harassment. Where relevant, students who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are taking place.

We will put bespoke support strategies in place, which may involve the designated safeguarding lead or deputy, allocation of a learning mentor, and/or referral to an appropriate external agency. If reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the Academy may consider disciplinary action against the individual who made the report. In all safeguarding matters, appropriate referrals to support services will be considered and submitted where necessary.

It is essential that all victims feel supported, safe, and taken seriously. Victims should never feel that they are creating a problem by reporting sexual violence or harassment, and they should never feel ashamed of their experience. When students engage in unsafe behaviour or have a negative impact on others, the Academy reserves the right to put in place a risk assessment, which could include changes to a student's timetable or school day.

The way in which students relate to one another online can have a significant impact on the culture of the Academy. Negative interactions online can damage the Academy's culture and lead to the Academy community feeling it is an unsafe place for students.

We expect the same standards of behaviour online as we do offline, and we address inappropriate online behaviour in the same way as offline behaviour, including following our child protection policy and speaking to the designated safeguarding lead or deputy when necessary. If we suspect a student of criminal behaviour online, we will contact the police and/or children's social care.

If an incident involves images or videos of a person who is partially or completely nude, the staff member should inform the designated safeguarding lead (or the deputy) as they are the most appropriate person to advise on the school's response.

Online behaviour incidents among young people often occur outside of school hours or off school premises. Parents are responsible for their children's behaviour in these cases. However, incidents that occur online can have an impact on the school day.

Therefore, Joseph Leckie Academy will take disciplinary action against students if their online behaviour poses a threat or causes harm to another student, or if it could negatively impact the

school's reputation. We will always try to work with parents and carers in a positive manner. However, decisions regarding disciplinary action are made by the Academy and are not negotiable with parents or carers. Additionally, parents cannot choose for their child to opt out of this behaviour policy or its associated sanctions if they choose to attend Joseph Leckie Academy.

For more information, please refer to the Academy's **Safeguarding and Child Protection Policy**, on the Academy website.