

Leigh Academy Blackheath - Behaviour Policy

“An absence of adult authority is not kind. Refusing to give children clear direction on how they should behave may be well-intentioned, but it’s an act of neglect, an irresponsible abrogation of responsibility. Children need to know why the rules are worth following and what the consequences are when they fail to follow them, if they are going to make the difficult transition to successful adulthood. Children who aren’t taught the rules by people who love them, will have the facts explained to them far more brutally by someone who doesn’t.” – David Didau

At Leigh Academy Blackheath, we develop pupils in the habits of respect, resilience and integrity, through a simple system of rewards and consequences, such that all can feel safe and happy at school, whilst learning without interruption.

Rewards and Celebrations:

We acknowledge, but do not reward students for meeting our expectations. However, those individuals who consistently live our values or exceed expectations are rewarded and celebrated in a variety of ways:

On a daily basis:

Staff and students will express their appreciation for those who have demonstrated at least one or more of our values during tutor time (“I would like to express appreciation to... for demonstrating respect/ integrity/ ambition/ resilience/ scholarliness when...”);

Staff will log merits and contact home for students who have demonstrated one or more of our values.

On a weekly basis:

Those students with the highest number of merits will be invited to have breakfast with the Principal and/ or a member of the senior leadership team.

On a termly basis:

Those students who have most consistently lived one or more of our values will be celebrated in assembly and rewarded with the appropriate badge(s) (once a student has been awarded all 5 badges, they will achieve ambassador status); said student[s] will then be empowered to receive training and conduct accompanied learning walks, where they will monitor and encourage their peers to embody said value(s);

Those students who have the highest number of merits will be invited to attend culturally enriching trips.

Consequences:

Year 7 students are explicitly taught, and deliberately practice our rules and routines in their first term as part of the induction process at Leigh Academy Blackheath. All students engage with regular tutor time sessions, assemblies and specific 'focus day' activities on positive behaviour for learning to ensure expectations are clear and followed, and that all students have the tools, knowledge and understanding to engage positively. We know that students who wish to succeed are always on-task in every lesson and this means that other students can learn without disruption also. Thus, our teachers expect one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice (unless explicitly advised otherwise). As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these corrective reminders:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause.
2. Unnamed: 'We're tracking. Just waiting for everyone. We need one person... Thank you.'
3. Named: 'Jack, I need to see you tracking. Thank you.'

A **demerit** is given as a corrective reminder if a pupil makes a bad choice, breaks a school rule, or for:

1. Persistently not tracking, or not concentrating;
2. Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice);
3. Misbehaving in corridors (running, walking on the wrong side, chatting whilst lining up);
4. Reacting badly to a demerit or instruction (rolling eyes, sighing etc.).

A **detention** is given for 2 demerits in a lesson, or for:

1. Incompletion of homework;
2. Lateness to school or to learning;
3. Swearing;
4. Having a mobile phone switched on during the school day;
5. Dropping litter.

On Call is removal from lessons to work independently and serve detention, for 3 demerits within one lesson, or for:

1. Defying a member of staff's instructions (we know that students who wish to succeed trust that teachers' instructions are to help them be successful. We know it is important that students learn self-discipline. If an adult tells a student to do something, we expect it done straight away. If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff then they should speak to their tutor, or a member of the senior team in the first

instance).

A detention is from 15:00-15:30; an On Call detention is from 15:00-16:00.

Internal Isolation runs from 08.00am-17:00pm and is for at least 1 day. The amount of days spent in Internal Isolation is at the discretion of the Principal and/or a member of the senior leadership team. Internal isolations are for;

1. Failing to attend detention;
2. Sustained refusal to follow instructions;
3. Serious corridor misbehaviour (e.g. pushing, tripping, shouting, kicking);
4. Discrimination to another pupil
5. Serious misconduct;
6. Possession of forbidden items
7. Disrespectful behaviour towards a member of staff
8. Receiving 3 or more detentions (or one detention and one On Call detention) in one day.

Support:

Sanctions are provided calmly and in a manner of respect; they focus on the behaviour not the individual ("Jack, you are refusing to follow instructions; right now I need you to..."). Misbehaving pupils are given the support of reflection letters to write, parental phone calls and meetings. In detention, the teacher who set the detention is to speak to the appropriate student[s] about their misbehaviour, to determine whether this was the consequence of a mistake, ignorance, maliciousness or a poor choice on the student's part, before asking the following questions to prompt reflection: "What could you have done differently?" "What will you do differently in the next lesson?"

At Leigh Academy Blackheath we use restorative justice approaches as part of our behaviour management and anti-bullying work. Restorative practices are underpinned by a set of values, these include: Empowerment, Honesty, Respect, Engagement, Voluntarism, Healing, Restoration, Personal Accountability, Inclusiveness, Collaboration, and Problem-solving.

Where an incident of bullying has taken place the member of staff who is leading the support and intervention process will use restorative justice practices. The primary aim of any restorative process is for a positive outcome for all parties, where individuals understand the harm they have caused and have been given the chance to put right that harm, as opposed to condemning, punishing and excluding individuals.

How Detention works:

At 2:45pm pupils in detention are collected from their lesson. They will start reading in a classroom, where they will be supervised by a member of the senior team, until they have served their detention successfully.

How Internal Isolation works:

Internal isolation starts at 08.00am and ends at 17:00. Pupils complete independent work in their subjects and read during this time with a member of the senior team. They do not eat family lunch with the rest of the school. Pupils must write an apology letter to those involved. In order for a pupil to return to lessons, a reintegration meeting must take place with a member of Senior Team. The pupil will remain in isolation until that reintegration meeting takes place.

Uniform:

All teaching staff will review uniform at the start and the end of every lesson. If a pupil has no tie, they are sent to the office to borrow one and a detention is logged. If a pupil has incorrect shoes, shirt, trousers or blazer, they are sent to the office to call parents. The pupil will be placed in isolation with a member of the senior team until someone is able to bring in the correct uniform.

Confiscation:

Items such as phones are confiscated until the end of the school day, and are to be collected by the student's parent[s], who will be notified straight away (the school is open until 18:00 on weekdays). If a pupil hesitates in handing said item[s] over, we log them for the next detention. If a student refuses to (or does not) hand said item over, they will be placed in internal isolation until a meeting with parent[s] can be held.

Fixed term exclusion:

Fixed Term Exclusion for up to 15 days can be given at the discretion of the Principal and are for incidents such as:

1. Failing to successfully complete internal isolation
2. Persistent disruptive behaviour;
3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school;
4. Extreme defiance or rudeness;
5. Inappropriate use of social media and/or technology;
6. Damage to property, vandalism, graffiti;
7. Theft, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, racism; bullying, including cyber bullying;
8. Sexist, Racist or Homophobic abuse.

When the decision to exclude a student from the academy is made the length of the exclusion is determined by the nature of the incident and the information and evidence available for review. With 15 days being the maximum duration for an external exclusion, the length of time issued will depend on the circumstances of each individual case. Every effort made to minimise the length of time a students is removed from their learning.

Following a fixed term exclusion students are required to attend a reintegration meeting with

their parents/ carers which is led by a member of the senior leadership team. A student support programme will be issued at the meeting with targets for positive behaviour included. The student, parent/ carer and senior leader are all required to sign the programme and agree to the targets and conditions within. This will be monitored by the academy with reviews, interventions and support provided in a collaborative way by the staff and parents/ carers to ensure the student has every opportunity to succeed.

Governors' Hearing & Permanent Exclusion are for incidents such as:

1. Persistent refusal to follow school rules;
2. Persistent disruptive behaviour;
3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
4. Extreme defiance or rudeness;
5. Possession or use of weapons
6. Malicious accusations against a member of staff
7. Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco;

Exclusion can also be used where one of the following is evident:

1. Parental breach of contract with the school;
2. Parents causing serious or repeated nuisance on the school premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the school into disrepute.

Discretion:

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to help our pupils make better choices and learn the right lessons.