

# Leigh Academy Blackheath



## Behaviour Policy

**Approved by:** Governing Board

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**Aims:**

At Leigh Academy Blackheath (LAB), we aim to develop ambitious resilient and scholarly young people who help to create a better and more peaceful world through integrity and respect. In order to achieve this, we promote an inclusive and well-disciplined community through a simple system of rewards and consequences, such that all can feel safe and happy, whilst learning without disruption.

**Rewards:**

At LAB, we seek to normalise what we hope to promote through a culture of praise and positivity. Subsequently, those individuals who consistently live our values or exceed expectations are rewarded in a variety of ways:

On a daily basis:

Staff and students express their appreciation for those who have demonstrated one or more of our values and IB learner profile attributes during both lessons and tutor time (“I would like to express appreciation to... for demonstrating respect/ integrity/ ambition/ resilience/ scholarliness when...”);  
Staff log merits for students who have demonstrated one or more of our values;  
Staff may call or email home to praise students.

On a fortnightly basis:

Students who have consistently demonstrated the LAB values and IB learner profile attributes may be celebrated and recognised as a “student of the fortnight” by their college community. Said student receives a phone call home and is awarded a student of the fortnight badge that they are encouraged to wear on their blazers. This also renders them eligible to a fortnightly pass for the lunch queue, should they so wish.

On a module and termly basis:

Those students with the highest number of conduct points over the course of each module will be invited to have brunch with their College leadership team. Those with the highest number of conduct points over the course of each term will be invited to attend a culturally enriching trip.

## **Definitions of Behaviour:**

### **Behaviour for Learning:**

Behaviour for Learning is the conduct required of each student so that they and their peers are able to learn in a group setting.

### **Low-level Disruption:**

Low-level disruption is the most common type of misbehaviour seen in classrooms. Typically, it constitutes any action that is unrelated to the learning at hand, but which would not necessarily be deemed problematic outside of the schooling context. Such examples include calling out, talking or making noises unnecessarily, being slow to start work or follow instructions, being ill-equipped or fidgeting and fiddling. It should be noted that the term low-level is misleading because, if persistent, its consequences can be significant, both to the learning of the perpetrator and their peers.

### **Challenging behaviour**

Behaviour is considered challenging when it is of such an intensity, frequency, or duration that it poses a direct challenge to the norms, culture and values of the academy. Common examples include defiance, abuse, physical or verbal aggression, and internal truancy.

### **Expectations:**

We know that for both the academy and each individual student to realise their ambitions, they need to develop into respectful, resilient individuals who possess integrity. Thus, we expect our students to model habits of courtesy and kindness at all times, whether in classrooms, moving around our school community, or playing during break and lunchtime.

We also know that students who achieve their potential 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 independent practice (unless explicitly advised otherwise). All staff are expected to apply the behaviour policy consistently, but calmly and with warmth.

### **Parents and carers:**

As per our [home school agreement](#), it is an expectation that parents or carers support the academy behaviour policy, including the sanctions described below. Any concerns that may arise pertaining to the application of this behaviour policy should be communicated with staff in a respectful manner at all times. Aggression or abuse towards staff will not be tolerated.

**Consequences:**

All pupils are explicitly taught our rules and routines in their first module as part of the induction process at Leigh Academy Blackheath.

**Demerits:**

A demerit should be issued as a sanction if a student:

1. Persistently fails to track the speaker;
2. Disrupts or interrupts others in lessons (talking or whispering over instructions, explanations, discussions or independent practice);
3. Misbehaves in corridors (shouting, obstructing etc.);
4. Reacts badly to a demerit or instruction (rolling eyes, sighing, arguing back etc.);
5. Does not have a correct item of equipment.

A 30 minute detention is given for 2 demerits in a lesson, or for:

1. Lateness to lesson;
2. Swearing;
3. Having a mobile phone switched on during the school day\*;
4. Dropping litter;
5. Persistently not having the correct equipment or correct uniform;
6. Not having a charged chromebook or a reading book;
7. Incompletion of homework;
8. Chewing gum;
9. Playfighting;
10. Lateness to school (beyond 09:30 [lateness prior to 09:30 will result in a break time detention]);

A 60 minute detention is given for 3 Demerits in a lesson, or for:

1. Defying a member of staff's instructions;
2. Failure to attend a 30 minute detention.

\*Please note: this will also result in said phone being confiscated and returned to parents or carers only upon collection from the academy reception.

**How detentions work:**

Students due to attend a detention will be notified, and are expected to make their own way to the detention room. They will read independently in a classroom, where they will be supervised by a member of the senior team, until they have served their detention successfully. Where a student receives a 60 minute detention, parents or carers will be notified the day prior to this being served.

**How Internal Supervision works:**

Internal Supervision starts at 08.30am and ends at 16:45pm (or 15:30 on Wednesdays). Students complete independent work in their subjects and read during this time with a member of the College team. They do not eat Academy lunch with the rest of the school. Students must complete a reflection booklet and in some cases write an apology letter to those involved. In order for a student to return to lessons, a reintegration meeting must take place with a member of Senior Team. The students will remain in internal supervision until that reintegration meeting takes place.

**Fixed-term Exclusions (“Suspensions”)**, for up to 15 days at the discretion of the Principal. are for:

1. Failing to successfully complete Internal Supervision;
2. Persistent disruptive behaviour;
3. Defiance;
4. Theft;
5. Verbal or physical abuse or threatening behaviour against another student or an adult;
6. Use, or threat of use, of an offensive weapon or prohibited item;
7. Discrimination;
8. Bullying, including cyber bullying (please see more information below);
9. Inappropriate use of technology, including social media;
10. Damage to property, whether through vandalism or graffiti;
11. Persistent attitudes or behaviour which are inconsistent with the ethos of the school;
12. Setting off the fire alarm;
13. Putting others in the Academy in danger;
14. Internal truancy;
15. Bringing the academy into disrepute.

**Permanent Exclusion:**

The decision to exclude a student permanently is a serious one. There are two situations in which permanent exclusion may be considered:

1) A final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour, including bullying or persistent actions over time, as described elsewhere in this policy.

2) Exceptional circumstances where it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or ‘one off’ offence. These might include:

- a) Physical assault against another student or an adult;
- b). Verbal abuse or threatening behaviour against another student or an adult;
- b) Sexual abuse or assault;
- c) Using or supplying an illegal drug;
- d) Use, or threat of use, of an offensive weapon or prohibited item;
- e) Arson;
- f) Criminal offences committed either on the Academy site, or whilst representing the Academy, or whilst on the way to or from the Academy;
- g). Bullying, including cyber bullying;
- h) Racist abuse;
- i) Abuse against sexual orientation or gender reassignment;
- j) Abuse relating to disability.

For further guidance on suspensions and exclusions please refer to the [LAT exclusions Policy](#).

### **Bullying:**

Leigh Academy Blackheath will not tolerate bullying in any form. We have a commitment to anti-bullying: that every member of our Academy should be treated in a fair manner by others. 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 shaming individuals.

### **Chromebooks**

Leigh Academy Blackheath 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home.

All parties involved (students, parents and carers, and the Academy) must agree with all of the terms and conditions outlined in the Chromebook loan agreement, as well as the Chromebook Acceptable Use Agreement. Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

It is important to note that in the event of deliberate/malicious damage parents will be charged with the cost of the repair or the cost of the device.

### **Procedures for investigating serious misbehaviour**

If a student commits behaviour, as listed above (or an offence of similar magnitude), which places them at risk of a formal suspension or permanent exclusion, the incident must be reasonably investigated.

This will involve taking a number of incident reports from those involved. The evidence collected should allow staff to produce a timeline of events or be able to make an assured decision about the event itself.

Staff may choose to question students to understand information that was not included in the incident report.

Incident reports do not need to universally agree; however, a decision will be based on an assessment of the majority of reports whilst seeking to account for any inconsistencies within them.

It is worth noting that, when establishing the facts in relation to a suspension or permanent exclusion decision, the principal is required to apply the civil standard of proof, rather than the criminal standard (this means that the principal should accept that something happened if it is more likely that it happened than that it did not occur).

### **Removal from Classroom:**

Removal is where a student, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (this is different from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member before being asked to return following this; or the use of separation spaces [sometimes known as sensory or nurture rooms] for non-disciplinary reasons).

Removal from the classroom is considered a serious sanction at LAB.

It will only be used when necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

A student removed from class will continue their education in a supervised setting and parents or carers will be informed.

Removal could be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

**Support:**

1. Sanctions are provided calmly and in a respectful manner; they focus on what the student needs to do to correct their behaviour ("Jack, you are refusing to follow instructions; right now I need you to...").
2. 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?"
3. We expect our staff to be proactive in discouraging poor behaviour by modifying seating plans, seeking assistance from and observing colleagues to identify best practice.
4. We also expect our staff to be proactive in deescalating potential confrontation with students where appropriate. This should not be confused with the lowering of expectations.
5. If a student feels unfairly treated, later, in their own time, they 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.
6. At LAB, we try to maximise every moment of learning. And to do that, our teachers must endeavour to build positive relationships with students. Our behaviour policy provides a foundation where teachers are able to show genuine interest and care for all, which is reciprocated by students



giving their all in every lesson. Positive relationships are central to creating the “buy-in” we need from our students to fully reach their potential.

**Reports:**

The Academy has a sequenced reporting system made up of Tutor Reports, Assistant Head of College Reports and Head of College Reports. All follow the same format and require the student ‘on report’ to discuss their report with the relevant member of staff at the end of each day and to share it and the progress they are making with their parents and carers.

When placed on report, the targets for improvement and the expected review date are identified and recorded to ensure the student is aware of the expectations set and the date by which they are expected to have made progress.

In addition to the pastoral reports, the school also operates subject area reports. These reports differ to pastoral reports as they only refer to targets within a specific subject area and track progress over the subject lessons. They are completed by the subject teacher each lesson and monitored weekly by the curriculum leader. The student and parents are also invited to comment on the progress being made. It is the responsibility of the curriculum manager to inform tutors when a student is placed on this report. Students ‘on report’ will be identified for the Head of House and their progress discussed on a regular basis. In all cases, the care of the report is the responsibility of the student.

**Reasonable adjustments:**

Leigh Academy Blackheath recognises its responsibilities to take such steps as is reasonable to avoid any substantial disadvantage to a student with SEND. This includes considering whether any reasonable adjustments need to be made to sanctions in response to any need a student may have.

**Screening, Searching and Confiscation:**

The Principal, and the staff they authorise, have statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item (whether listed below or any other item that the academy identifies as an item which may be searched for).

The list of prohibited items includes:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to any person (including the student), or damage to property;
- any article specified in regulations;
- tobacco, cigarette papers and e-vapes;
- fireworks;
- pornographic images.

**Use of Reasonable force:**

Please note that, as per governmental guidance, academy staff may use reasonable force (where 'reasonable' means using no more force than is needed in the circumstances) if necessary to protect pupils or others from harm. They can also use it to stop pupils from causing damage or disruption.

Academy staff may use reasonable force as follows:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

When determining whether it is necessary to use reasonable force and how this might best be applied in the circumstances, Leigh Academy Blackheath recognises its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

**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.

**We would like to thank all our parents and carers for continuing to support our school values.**