



Leigh Academy Blackheath

Behaviour for Learning Policy

Approved by:	Governing Board
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Vision

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.

Warm strict

A "warm/strict" behaviour policy combines high expectations and clear boundaries with a caring and supportive approach. It emphasises clear communication, consistency, and the understanding that consequences are temporary and designed to help students improve. This approach focuses on the behaviour, not the person, fostering positive relationships and a productive learning environment. To support students in learning to make positive choices by taking responsibility.

At LAB, our 5 key principles for creating a productive, warm, and supportive learning environment are:

Caring Relationships:

Building positive, trusting relationships with students is crucial. This involves showing genuine care, empathy, and concern for their well-being.

Calm and Respectful Communication:

Communicating expectations and consequences in a calm, respectful, and warm manner is essential.

Focus on the behaviour, Not the Person:

Identify the specific behaviour that is unacceptable, rather than labeling the student as "bad".

Restorative Practices:

When a student makes a poor choice/disrupts the learning environment, focus on restorative practices that help them understand the impact of their actions and make amends.

Positive Reinforcement:

Actively acknowledge and praise positive behaviours to encourage desired actions.

Our practice

Strictness and Structure:

- **Clear Expectations:** Establish clear, consistent, and well-defined rules and expectations for behaviour.
- **Consistent Consequences:** Apply consequences fairly and consistently when rules are broken.
- **High Expectations:** Maintain high academic and behavioural expectations for all students.
- **Enforcement:** Enforce rules and expectations firmly, but with a focus on helping students improve, not just punishing them.
- **Brief and Specific Feedback:** Provide timely, specific, and constructive feedback on behaviour.
- **Opportunity for a Fresh Start:** Emphasise that consequences are temporary and that every lesson is a fresh start.

Key Considerations:

Consistency: Consistency in applying rules and consequences is crucial for students to understand expectations and build trust.

Individual Needs: Adapt the approach to meet the individual needs of students, recognising that some may require more support than others.

Modeling: Teachers and staff should model the desired behaviours and attitudes.

By combining warmth and structure, a warm/strict behaviour policy aims to create a positive and productive learning environment where students feel safe, supported, and motivated to succeed. [Parents and Teachers for Excellence](#) suggests this approach strengthens relationships and fosters a sense of responsibility in students.

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 effectively 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 turning around. 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 or undermines their safety and/or that of other students. Common examples include defiance, abuse, physical or verbal aggression, and internal truancy.

Expectations

We know that for both the academy and each 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 and carers support the academy's 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.

Communication Charter

To ensure a warm, calm, and supportive behaviour policy can be implemented to promote learning, all Parents and carers of the LAB community must respect and adhere to our Communication Charter. This forms part of the home school agreement, and is signed by all visitors to the site on arrival.

LAB Community Charter

- Respect for the academy as a professional working environment, where aggression or abuse towards staff will not be tolerated;
- Respect for the academy as a purposeful and busy working environment, where it is often not possible to meet with staff without prior arrangement.
- Respect for the well-being of staff, by allowing at least 48 hours during the working week for a response to correspondence received.
- Respect for our shared aims to ensure a high-quality education to all, despite any differences in opinion, whether through face-to-face communication, emailing, telephone calls, or social media.

Legislation and Guidance

This policy is created with guidance from the Department for Education. It provides advice to Principals and staff on developing the school behaviour policy and explains the powers members of staff have to sanction students.

The purpose of this document is to provide an overview of the powers and duties of school staff. This policy has been created in consultation with a staff working party and will be reviewed yearly with further input from the Student Leadership Council.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools 2022
- Keeping children safe in education September 2025
- Below the radar: low-level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Searching, screening, and confiscation at school January 2022
- Use of reasonable force July 2013
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- School suspensions and permanent exclusions 2022
- Education and Inspectors Act 2006

DfE guidance explains that academies should publish their behaviour policy online. All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Roles and Responsibilities

Governing body

The Governing Board is responsible for monitoring this behaviour policy, its effectiveness, and holding the Principal to account for its implementation. It will ensure that it is communicated to students and parents, is non-discriminatory, and the expectations are clear. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Principal

The Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. The Principal will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Staff

Staff, including teachers, support staff, and trainee teachers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility. All staff will equally ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Staff are responsible for:

- Implementing the behaviour policy consistently, without bias and in a professional manner.
- Modelling positive behaviour and building relationships at all times.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents accurately and in a timely fashion.
- Follow up on incidents every time, retain ownership, and engage in reflective dialogue with students.
- Always challenge students who are not behaving in a way that embodies our core values.
- Attend duties on time and engage positively with students. For known absences, staff must arrange for their duty to be covered by a colleague.

Students

Students have the responsibility of behaving within the expectations of all aspects of the policy and must uphold the Student Code of Conduct at all times outside of lessons, which they must sign when they join the academy. This shows a level of maturity that allows them to recognise the rights of other students to learn and staff to teach, and students will gain recognition and rewards for positive behaviours. They have the opportunity to contribute to the Academy policy through the Student Government.

Parents/Carers

Parents and carers can access the Academy's policies through the Academy website or via information published in LAB Weekly and the newsletter, and are expected to work in partnership with the Academy to maintain high standards of behaviour and attendance. The academy expects that Parents and carers will:

- Take responsibility for the behaviour of their child both inside and outside the Academy.
- Take responsibility for ensuring that students are completing independent study tasks and homework in a manner compliant with the [Academic Honesty Policy](#).
- Take responsibility for their child's attendance and punctuality. Regular attendance and punctuality are seen as important facets of Academy discipline. Parents have the primary responsibility to ensure their children attend school. Students who do not attend without authorisation put themselves at risk, and truancy is often a major indicator of disaffection or other problems. We treat unauthorised absence very seriously, and we are particularly concerned about the rare incidents of parentally condoned absence.
- Adhere to the LAB Communication Charter
- Sign and adhere to the Home/ Academy Agreement

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

At Leigh Academy Blackheath, we believe that positive encouragement and proudly celebrating not only our own successes, but the success of others, is the cornerstone to growing intrinsic behaviours where students self-facilitate their learning and self-manage their behaviours. Our culture is underpinned by our values, and students will be rewarded when they demonstrate key qualities and traits linked to these. Rewards are not only given in recognition of individual achievements, but perhaps more importantly, students' thirst for learning and desire for betterment, their development of lifelong learning skills, and the role they play as active, respectful community members.

A comprehensive list of rewards and their assigned reward points can be found below:

Rewards			
Self	1	Merits	Merits, values, and certificates are given for positive behaviours linked to the academy values: • RESPECT • INTEGRITY • SCHOLARSHIP • AMBITION • RESILIENCE Individual merit totals contribute to community rewards such as lunch queue positions and the Tri College Cup
		Values Postcards	
		Values Certificates	
	2	Curriculum colours	Badges awarded for: 1. 90%+ homework completion

			2. 90%+ Club attendance 3. Effort and progress
		College colours	Badges awarded for any 3 of the following: 100merits+ - Awarded 2 or more value certificates - An external award, e.g from scouts - Representing the academy in 2 or more LAB or LAT events, including sports competitions - Receiving the Principal or Head of College Award
		Attendance and Punctuality	Greater than 96% attendance, and fewer than 3 late marks measured every 2 modules. Qualifying students are eligible to participate in the reward trip if they meet the full criteria shown below.
Community	3	The Tri College Cup	Awarded to the college with the highest number of Merits at the end of the year. Merits can also be awarded for high-value activities, in the form of community points.
Celebration events - Second Friday hot chocolate and treats with the Principal - based on individual merit totals over a two-week cycle - College Celebration Breakfast - based on individual merit totals for each module - College Celebration Assembly - Presentation of Values Certificates for each module - Community Celebration Assembly - Parents and carers invited (Xmas/ Easter/ Summer) - Reward Event - (Xmas/ Easter/ Summer) - MYP Graduation - Year 11/13 Leaver assemblies			

Three award events will take place every year, with eligibility achieved through meeting the required thresholds for a bronze, silver, or gold award. The criteria are set out below:

- **Bronze** (awarded in module 2, 4, 6) - 96%+ attendance, no more than 3 late marks, fewer than 20 demerits, no supervisions, suspensions, directions off-site.
- **Silver** (awarded in module 4, 6) - Bronze Award, 96%+ attendance, no more than 3 late marks, fewer than 20 demerits, no supervisions, suspensions, directions off-site.
- **Gold** (awarded in module 6) - Silver award, 96%+ attendance, no more than 3 late marks, fewer than 20 demerits, no supervisions, suspensions, directions off-site.

Students have the opportunity to achieve the Bronze award in modules 2, 4, and 6, and the Silver award in modules 4 and 6. The Gold award can only be achieved in module 6, and only if students have achieved both the Bronze and Silver awards earlier in the year.

Equipment requirement

Students are required to be fully equipped at all times with the following items, as laid out in the [Uniform and Equipment Policy](#):

- Pens
- Pencils and coloured pencils
- Ruler
- Rubber

- Highlighter pens
- Maths set
- Mini dictionary/thesaurus (optional)
- Scientific calculator
- Charged Chromebook
- A foreign language dictionary may also be required (Students will be advised further by their Language Acquisition teacher)
- A strong bag big enough to carry books and equipment (plastic carrier bags are inadequate)
- A strong bag to carry an outdoor coat or P.E kit

All clothing and equipment must be marked with the student's name.

Uniform expectations

Students are expected to wear a full academy uniform (or PE kit, on those days where they are timetabled to have a PE lesson) on the way to and from the Academy. Essential items of uniform (for example: our Academy blazer, tie, jumper, and some items of PE kit) are only available from the Academy uniform suppliers, Brigade Schoolwear, due to being branded with our crest. Nearly all of the items listed in our [uniform policy](#) can be acquired from our uniform provider, enabling a 'one-stop shop' for purchasing an entire uniform.

If buying equivalent items from other shops, we also ask that they fall in line with the 'acceptable' expectations outlined below, and do not put your child at risk of being sanctioned due to incorrect uniform that is deemed 'not acceptable'.

Requirements:

- Navy Blue Blazer with Academy Crest
- Navy V Neck Jumper with Academy Crest;
- Steel Grey Signature Classic Trouser or Pleated Skirt (Skirts must be worn no higher than the knee);
- Shirt: White Button Up Shirt with collar (tucked in);
- Plain Navy or Grey Socks or Tights;
- Black Leather Shoes (Kickers' boots are accepted).
- Facial piercings: facial jewellery, or piercings are not permitted under any circumstances. This includes sleeper or plastic studs. Students will be asked to remove the above items, and they will be confiscated for parents/carers to collect. The academy is not responsible for the loss of or damage to any jewellery.
- Jewellery: Students are only allowed to wear stud earrings and one simple ring.
- Make-up/Nails: excessive make-up is not permitted. This includes false eyelashes, false nails and teeth decorations. Students are not permitted to wear nail varnish of any kind.

PE Kit

Please note: on days where students have PE on their timetable, they are expected to arrive at school wearing their PE uniform and to do so for the duration of the school day. Uniform expectations for PE are as follows:

- LAB Sports Polo with Academy Crest
- LAB Sports Shorts or Leggings
- LAB Tracksuit bottoms (Or plain navy blue alternative);
- LAB Sports Jumper with Academy Crest;

- Navy Sports Socks;
- Trainers – (Plimsolls or Converse-style canvas shoes are not appropriate and not permitted);

Equality and Reasonable Adjustments

Equality

The Academy policy on behaviour/rewards and consequences takes full account of the new duties under the 2010 Equality Act. Trust academies make reasonable, appropriate and flexible adjustments for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

Reasonable adjustments for SEND students

A reasonable adjustment is a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. Teachers and teaching assistants are aware of the needs of their students. In addition, they receive ongoing professional development from both the Academy's inclusion team and external professionals to ensure they are equipped with the toolkits to support students who may find managing aspects of their behaviour more difficult. The Academy does not lower its expectations of SEND students, but is wholly committed to putting reasonable adjustments, scaffolds, and interventions in place to support students with needs to meet the same expectations as their peers.

Reasons for Consequences

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. At LAB, we actively promote the understanding that consequences are temporary and designed to help students improve.

All staff are responsible for applying the academy's behaviour policy both within and beyond lessons to ensure there is a cohesive and consistent approach to upholding academy expectations.

The Consequence Ladder

To eliminate all low-level disruption and any negative behaviours that may occur, the consequence ladder is applied consistently by all staff.

The consequence ladder provides a clear framework for all members of the community to understand what consequences can be expected if a student chooses to behave negatively. Minor misdemeanors can be corrected by heeding a verbal warning and by students choosing to correct their behaviour. Escalation may lead to a demerit, or the more significant consequences a detention, supervision, or, in some cases, a direction off-site, suspension, or permanent exclusion. The consequence system provides a standardised and differentiated approach to setting appropriate consequences, and it is important to recognise that a student does not have to progress through the consequence ladder systematically if a behaviour is serious and warrants immediate D2 or SLT intervention.

No behaviour policy can cover all eventualities, and this list of examples is not exhaustive. The

Principal reserves the right to use discretion to help Leigh Academy Blackheath students make better choices and learn the right lessons depending on their choices and actions.

Consequence Ladder	Consequence	Examples of Offences
Opportunity for correction	- Verbal warning - Name on the board - Refocus conversation with a member of staff	Self: - Passivity in lessons/ lack of focus (not tracking) - Distracted by Chromebook
D1 Demerit	- Record on Bromcom - Chromebook screen laid flat (if necessary)	Self: - Disrupts or interrupts others in lessons (talking or whispering over instructions, explanations, discussions, or independent practice) - Poor engagement/ persistently fails to track the speaker - Not following an instruction - Reacts badly to a demerit or instruction (rolling eyes, sighing, arguing back) - Does not have the correct item of equipment - Shirt untucked or tie not worn to the neck (persistent failing can be sanctioned with a D3)
D2 30-minute detention	30 minute after school detention - Record on Bromcom - Phone call home where necessary and log made on Bromcom	Self: 4 minutes or more late for the lesson - Not having a charged Chromebook or a reading book - Incompletion of homework - Offence against the Academic Honesty Policy - Forgotten item of uniform and requirement to borrow a spare item in exchange for a phone - Swearing - Dropping litter - Chewing gum/ eating in an undesignated area - Playfighting - Not completing enough work in class Community: - Using the wrong staircase - Misbehaviour in corridors (shouting, obstructing, out of bounds during break) - Inappropriate behaviour for the community area: running inside, not walking on the left, excessive noise
D3 60 Minute detention	1 hour after school detention - Record on Bromcom - Phone call home / meeting if required. Log made on Bromcom.	Self: - Incorrect uniform from 8.30 am onwards (missing item/ not worn correctly/ wearing non-uniform item inside the building) - Defying a member of staff's instructions - Chromebook misuse or damage. - Visible possession of a mobile phone during the school day* - Failure to attend a 30-minute detention.

		*this will also result in said phone being confiscated and returned to parents or carers only upon collection from the academy reception.
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D4 90 Minute detention (SLT)	● 90 minute SLT after school detention ● Record on Bromcom ● Phone call Home / Parent Meeting	Self: ● Failure to attend a 60-minute detention Self and Community: ● Serious incident or repeated negative behaviours
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D5 Internal Supervision and 90 Minute detention (SLT)	● 1 day supervision with College leadership ● 90 minute SLT after school detention ● Record on Bromcom ● Phone call Home / Meeting ● SLT Monitoring Report issued	Self and community: ● Serious incident or repeated negative behaviours ● Failure to hand in a confiscated phone
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Serious incidents or episodes of extreme negative behaviour are rare and may result in a student being issued a **D6 or D7** sanction leading to **direction off site, suspension** or being **permanently excluded**. These behaviours predominantly fall into the categories of: Discrimination, Verbal or Physical abuse to staff or peers, Malpractice in exams, or Truancy.

Additional section for punctuality

Addendum to the LAB Behaviour for Learning Policy 2025/26

Monitoring reports

[Conduct reports](#) can be issued by members of the college teams to monitor behaviour over a fixed period. Its purpose is to support a student in both identifying and changing patterns of behaviour during the academy day. Reports are the students' responsibility, and should be handed to teachers at the start of the lesson, and collected at the end once filled in. They are checked by the member of staff who issued the report during form time and at the end of the academy day. Parents are expected to review the reports with their child after school.

Behaviour contracts

[Behaviour contracts](#) are issued following a high-level behaviour incident or when a student exhibits regular poor behaviour which does not meet the academy's expectations. Once a student and parent or carer have signed a contract promising good behaviour, attitude in future and attendance to lessons, any further breaches of discipline could put a student at risk of being suspended for a fixed term or permanently from the academy.

Following a direction off-site, or a suspension, students and parents/ carers are required to complete a [reintegration form](#) with a member of senior staff. This process supports the student in recognising the negative behaviours leading to the direction off-site or suspension, and outlines clear expectations for their behaviour moving forward.

Additional Early Intervention Strategies

We recognise that poor behaviour may be a result of other needs or circumstances and are therefore committed to supporting students by implementing a variety of alternative early intervention strategies as part of our wrap-around care package. Such strategies may include:

- Reports
- Phone calls home
- Student tracking
- Discussion at progress meetings
- Discussion at inclusion meetings
- Timetable/curriculum changes
- College Move
- Referral to Outside agencies
- In School Review
- Educational Psychologist Referral (Via In School Review)
- Mentoring
- Parental Contract
- Early Help Assessment
- Round Robins/ Coping In School Scale
- Emotional Interventions
- Counselling referral
- School Based Plan

Uniform infringements

All teachers will check students' uniforms at the start of each lesson whilst students enter their classroom.

The following list is not exhaustive, but provides a clear expectation of what uniform infringements staff will openly challenge and issue a sanction for:

- Untucked shirt
- Not wearing a blazer outside of lessons
- Top button not done up
- Skirt rolled/pulled up
- Trousers worn low around the hips
- Non-approved PE kit (with branded logos etc.)
- Non-navy or grey socks

If a student has no tie, they are sent to their college student services to borrow one before 8.30am, and a D2, 30-minute detention is logged for their first offence. If a student is wearing makeup up they will be asked to remove this and will be given a D2, 30-minute detention. Any jewellery will be confiscated and returned in line with the banned items section.

If a student has incorrect shoes, shirt, trousers, or blazer, they are sent to the student services and offered spare uniform. If the student refuses the spare uniform, student services will call parents and the student will be placed in supervision until someone can bring in the correct uniform, or, with permission from parents, will be sent home to rectify the uniform violation if they are

deemed of suitable age. Non-essential items of clothing and other accessories that are not acceptable according to the uniform and appearance, such as hoodies, can be confiscated by college teams and will be returned to parents if they come to school to pick them up.

If a student is sent home to rectify their uniform, this would be an authorised absence, rather than an exclusion. If, however, the student takes longer than necessary to change, or takes advantage of this rule to ensure that he/she is sent home from school, the absence will count as unauthorised.

The Academy may consider excluding a student in response to persistent breaches of the uniform policy and will do so in line with the legal requirements for exclusion.

Chromebook Use Consequences

The 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/carers, and the Academy) must agree with all of the terms and conditions outlined in the [Acceptable Use Agreement](#). Failure to abide by this will result in the following sanctions:

Offence	Consequence
Distraction within the classroom	- Verbal warning - D2 - Screen laid down flat and 30 minute detention - D3 - 60 minute detention and exit if necessary
Chromebook not charged	D2 - 30 minute detention
Accessing inappropriate sites, including social media, chat rooms, or gaming sites	Investigation - D3 SLT detention or internal supervision exclusion referral depending on seriousness
Anti-social online behaviour: harassment, intimidation, or bullying via Chromebooks will be dealt with in line with the Academy behaviour policy.	Investigate - D3 SLT detention or internal supervision referral depending on seriousness
Graffiti / Personalisation of Chromebook	Minimum 1 day supervision depending on the extent of damage
Purposeful physical damage to Chromebook, e.g, removing keys	Minimum 2 days internal supervision depending on the extent of damage

Academic Honesty Consequences

The academy's [Academic Honesty Policy](#) clearly outlines expectations in relation to how students are expected to approach their work with integrity and honesty and with a strong sense of fairness and justice. With regards to Academic Honesty, academic misconduct is defined as any

‘behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage’. Academic misconduct will be unacceptable at all times at Leigh Academy Blackheath; any instances of this will be addressed with the relevant course leader and the IB Coordinator, and the following sanctions issued:

Offence	Consequence
1st Offence	• Score of zero issued by the teacher • Letter to parents reiterating the Academic Honesty Policy from the course leader • D3 - 60 minute detention issued • At the course leader’s discretion, a resubmission opportunity may be provided.
2nd Offence	• Score of zero issued by teacher • Letter to parents reiterating the Academic Honesty Policy from the Vice Principal/IB Coordinator • D3 SLT Detention • Parental meeting with both the course leader and VP / IB Coordinator
3rd Offence	• Score of zero issued by teacher • Referral for internal exclusion until parental meeting has taken place with VP / IB Coordinator and the Principal.

Contraband Consequences

The following items are banned from the academy, either in person (e.g, must be located in bags at all times) or banned from the campus and on school visits. Confiscated items can only be collected by parents/ carers, not students. The Academy accepts no responsibility for personal electronic devices that are brought to the Academy and takes no responsibility to investigate their misplacement, loss, or theft. If a phone is confiscated, the Academy takes no responsibility for loss, theft, or damage to the item.

Permitted items to be carried by students	
• Hand sanitiser • Money / Bank Cards / Travel cards • Vaseline / medicated lip cream • Agreed medication • Agreed fidget toys for SEND students • Stationary Equipment (See Uniform and Equipment Policy)	Staff reserve the right to instruct a student to put any of these items in their bag or confiscate them if they are being misused/distracting from learning.
Items only allowed in bags, not on the person	Consequence if found on a person
• Roll-on deodorant • Combs / Brushes • Headphones for Chromebook use	• First Offence - confiscation and verbal warning • Second Offence - D2, 30 minute detention

● Phone Switched Off - Students must ensure that their mobile phones are switched off and in school bags at all times while on the academy site	● Confiscation and D3, 60-minute detention if found on their person or switched on. Phones need to be collected by a parent/ carer. ● D5 if caught using phone or refusal to hand over (minimum 1 day depending on context and student attitude)
Items banned from the academy site	Consequence if found on a person / in a bag
● Electronic Devices: watches / iPods / Tablets / Music Devices / Speakers ● Weapons – including knives, BB guns/laser pens or any object that could be used with the capability of harming another person ● Alcohol and/or Drugs ● Fireworks ● Cigarettes, tobacco, cigarette papers, smoking materials, including Electronic cigarettes / Vapes ● Lighters and matches ● Stolen items ● Pornographic images ● Stink bombs, water bombs, and snap devices ● Energy and Fizzy Drinks ● Large bags of sweets ● White eraser fluid (e.g Tippex) ● Ear piercing devices ● Aerosols – perfume spray or a liquid that is flammable ● Hooded Sweatshirts / Sports Jackets (e.g., with stripes and logos) ● Jewellery – except items that are permitted (See Uniform Policy) ● Make-up (including coloured lip gloss) ● Nail varnish / Acrylic nails/ False eyelashes ● Chewing gum ● Fidget toys / spinners / magnets / putty (unless provided by the inclusion team)	● The list of banned electronic devices provides examples and is not exhaustive. The Principal reserves the right to identify what is deemed as a banned electronic device. ● Phones will result in Confiscation and D3, 60-minute detention if found on their person or switched on. Parents or carers are to collect. ● Weapons, knives, and extreme/child pornography will be handed over to the police. ● Bringing banned items into the academy will result in immediate confiscation and an appropriate sanction depending on the nature of the item and the attitude of the student. ● All confiscated items will be placed in an envelope with the student's name on it and placed in the reception safe. Parents are expected to collect the item from Reception ● Under no circumstances will these be returned to students themselves ● The Principal reserves the right to hold a confiscated item for a fixed period of time longer than that stated above, depending on the context of confiscation and the number of repeat offences.
Students are not permitted to bring electronic scooters or bicycles on site. Public electronic scooters and bicycles are not permitted to be left in the immediate vicinity of the school and should be left in a legitimate store located in the neighbourhood. Any bicycle or scooter brought onto the academy site must be secured in the designated bike store with a robust and purpose-made lock. The academy is not responsible for the safety of any bike or scooter left on site, and students bring them at their own risk.	

Searching and Screen Procedures for Contraband

The Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item. The Academy can confiscate any items found during a search that it considers harmful or detrimental to the school environment. Students who refuse to search may be refused entry onto the Academy site.

In order to deter students from bringing contraband items onto the school site, it is occasionally necessary to undertake random bag and pocket checks. Where this happens, the student is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, students are asked to remove their blazers and both blazer pockets and bags are searched.

Serious Incident Consequences

Senior staff will investigate any serious incidents and respond in line with the policy governing behaviour and exclusions. Serious incidents are likely to result in either D3, 4, 5, 6 SLT detentions, internal supervisions, direction off-site, suspension, or permanent exclusion, depending on the context and nature of the event. The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive, and members of staff may use their discretion in line with the code of conduct and behaviour policies.

- Use of a mobile phone and refusal to hand over
- Use of device to record/ film/ distribute footage of academy-linked events
- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substance
- Bullying or other harmful behaviour
- Peer-on-Peer Abuse
- Inappropriate or harmful sexualised behaviours
- Sexual Harassment and sexual violence
- Bringing 'outsiders' onto Academy property to threaten or create conflict
- Threatening others – physical or verbal
- Intimidating verbal or physical behaviour towards a member of our community
- Deliberate involvement in or instigation of conflict
- Willful disobedience or serious disrespect to an adult
- Stealing
- Truancy / Out of bounds
- Possessing stolen property
- Destruction of another person's property
- Playing with fire alarms or extinguishers
- Refusal to be searched
- Cheating in a test or examination
- Smoking / Alcohol / Drug Use
- Use or threat of an offensive weapon or prohibited item.
- Any one-off serious breach of health and safety that could cause serious harm to others in the community can result in an immediate exclusion
- Vandalism - this includes if wearing an Academy uniform whilst outside Academy grounds (if vandalism is found to be willful, parents/carers will be expected to restore or replace the damaged property)

Consequences for Behaviour Outside the Academy

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on an Academy trip or when using public transport on the way to or from the Academy. There may also be times when students will need to be challenged on their behaviour when not representing the Academy; this will include their general behaviour in the local community. The Academy, by law, is allowed to impose sanctions upon students in response to non-criminal behaviour which is witnessed by a member of staff or is reported to the Academy.

This includes any misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity
- Travelling to and from the academy.
- Wearing academy uniform, in whole or part
- In some other way identifiable as a student of the academy.

Or could include:

- Behaviour which could have repercussions for the orderly running or reputation of the Academy
- Behaviour which poses a threat to another member of the academy community
- Behaviour against other people, which is related to their involvement within the Academy

The academy will set appropriate sanctions on an individual basis, according to the nature of the incident.

Detentions

D2 / D3 Detentions

In the unfortunate circumstance where a detention is issued to a student, Parents and Carers will be notified by text for all D2 and D3 detentions. Please note, parental consent is not required for detentions, and as laid out in the Home/ Academy agreement, the academy expects full support in ensuring all detentions are served.

During detention, students will be required to read their reading book or complete homework where appropriate. During the detention, restorative conversations will take place between the students and the teacher who issued the sanction, where negative behaviours can be discussed, through our warm/ strict approach. This conversation should serve as closure to the incident of negative behaviour and enable a stronger, positive relationship to develop to support future learning.

Detention Escalation

If a student is absent on the day of a detention, upon their first day of return they will be expected to attend the detention set; it will not be escalated.

If a student does not attend a D2 detention despite being present in school for the day, they will automatically be issued an escalated D3 detention and failure to complete a D3 will result in a D4 SLT detention instead.

SLT Detentions

These detentions are conducted by SLT on Friday afternoon from 3.15-4.45pm. Failure to attend or successfully complete an SLT detention will result in an automatic referral to internal supervision.

On extremely rare occasions in the past, students have built up detentions over a number of days, to avoid students ever having to remember or worry about building up detentions, the following is in place. Students will sit up to 2 hours in detention the following day; this can include combinations of D1 and D2 detentions. For example, if a student receives 3 D1 detentions in a day,

these would all be sat the next day, totaling 1hr 30 minutes. Another example would be a student who receives a D1 and a D2 on Monday; they would sit a 1 hour and 30-minute detention the next day. A final example might be a student receiving 2 D2 detentions on Thursday; these would be sat the next day together, totaling a detention time of 2 hours.

If a student were to receive more than 2 hours worth of detentions in a single day, they would be in Internal Supervision the following day and sit a 2 hour detention until 5pm.

Internal Supervision

College based

Students placed in Internal supervision will follow the structure of the Academy day however finishing at 4.15pm. Students will have break, lunch and regular movement breaks, however, this will be conducted under supervision by members of the Pastoral and Senior Leadership Team. Students will be required to complete all classwork following their timetable and complete the relevant support work on behaviour. It is expected that students have a conversation with a member of the leadership team to discuss the reasons for their supervision and what they have learnt from their reflection time.

INSPIRE Room

Students who display social, emotional and mental health needs (either diagnosed or undiagnosed) resulting in barriers accessing the curriculum and challenges with engaging in the values and expectations of the school may be placed on the LAB Inspire Programme. The programme is designed to support students with understanding and reflecting on their choices and re-engaging with LAB values and expectations through short fixed-term or longer fixed-term specialist support. The success of this intervention will require the willingness and support of the student and their parents or carers, working alongside the professionals and specialists at LAB.

Fixed-Term Suspension

Fixed-term suspension means that the student is kept at home for one or more days. Suspended students will receive remote work to complete through the relevant Google classrooms. This work must be completed and returned to the school for review. The offences listed below may lead to a fixed-term suspension. In exceptional circumstances, they may lead to permanent exclusion.

- Continued/Serious disruptive behaviour including refusal to follow instructions
- Threatening or confrontational behaviour towards another member of the community
- Fighting/assault towards another member of the community
- Aggressive, derogatory and/or discriminatory insults/speech towards another member of the community likely to cause emotional harm including sexting and the use of social media
- Disruptive behaviour whilst in isolation in the Academy
- Racial / sexual / homophobic / transphobic / disablism harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or

materials (including pornography)

- Smoking/ Vaping on Academy site or in Academy uniform
- Graffiti or property damage
- Persistent refusal to meet academy expectations
- Leaving the Academy without permission
- Behaviour likely to bring the Academy into disrepute

Students returning to the academy following a suspension may be required to spend a minimum of one period in Internal supervision to support reintegration back into routine, catch up on any missed work, and demonstrate they can now meet Academy expectations before returning to lessons. In addition, upon their return, parents must attend a reintegration meeting with their child and a senior member of staff. A parent's failure to attend a reintegration meeting will not support their child in ensuring that they understand the severity of their actions and the changes they need to make to ensure there is not a repeat.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two key 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 exclusion, 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 (which could include racist or homophobic bullying) or persistent actions over time, as described in this policy.
2. Exceptional circumstances, and 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) Serious actual or threatened violence against another student or a member of staff
 - b) Sexual abuse or assault
 - c) Supplying an illegal drug
 - d) Carrying a weapon
 - e) Arson
 - f) Criminal offences committed on the Academy site, whilst representing the Academy, or whilst on the way to or from the Academy

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

Reasonable Force

The Trust recognises that in certain circumstances, it might be necessary for staff to physically intervene or use reasonable force and have the legal power to do so. If reasonable force is to be used, then it is always in the child's best interest and should be reasonable and proportionate.

A small number of staff will have been trained in Team Teach and are authorised to use positive handling techniques if required within the Academy. All Academy staff are given basic handling guidance and are aware of avoiding touching, moving, holding, blocking (including preventing an exit from a situation) a student unless it is deemed the student's safety is at imminent risk, in which case they will employ basic handling techniques.

The Department of Education states schools can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student from behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student from leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts

Managed Moves

Managed moves are organised in conjunction with the local authority as an additional supportive measure for students who are struggling to be successful in their current setting. If the student has a history of challenging behaviour and other support strategies have not been successful /or if there has been a 'one-off' incident which would mean the student would be permanently excluded, a managed move with another school in the area may be used as an alternative supportive strategy. If this trial is successful, then a student would have the opportunity to continue their education at another school or Academy. The academy will also receive students under this process and will work to successfully integrate them into the Academy.

Directed Placements

In certain circumstances and at the Principal's discretion, a student can be directed to attend an alternative placement off-site for a designated period of time to access their education. This would be considered an alternative to a long-term suspension or permanent exclusion.

Communication with Parents

We understand that highly effective communication is the cornerstone of a successful partnership with parents and carers. All of our rewards and behaviours are logged within our management information system, Bromcom, which parents can access through the parental portal, My Child at School.

Staff are not required, or expected, to log anything on Bromcom, or make any contact home, for issuing a consequence reminder in class (as this is simply a verbal warning). Both of these simply act as reminders to children of which value or aspect of the code of conduct they have not fully upheld so that they can positively adjust their behaviour accordingly and avoid a consequence.

Parents will be informed of all rewards and behaviour points with consequences through the MCAS platform, whereby they can log in and view teachers' comments regarding incidents logged. All staff are expected to write a clear comment when issuing behaviour points so that parents understand the reasons for the consequence and whether their child has accepted responsibility for their actions. Where a detention is issued through Bromcom, this should also generate an automatic email to parents informing them of this, the comment from the teacher, and when the detention will take place.

Parents and carers should be aware that parental consent is not required for detentions; however, in working in partnership with parents, the Academy will always aim to give 24 hours' notice of

detentions so that any necessary adjustments to end-of-day plans can be made. The Academy does, however, reserve the right to set detentions on the same day if deemed necessary or appropriate.

The information provided through Bromcom negates the need for phone calls for each detention and staff are not required by the academy to make phone calls for each behaviour consequence issued. Staff may still contact home directly should they wish to, however, to discuss the incident in more detail and how to move forward positively. Staff are encouraged to contact home directly where there may be repeated patterns of behaviour, and this may lead to a parental meeting with either the Form Tutor, subject teacher, or, if required, Head of College or SENDCO.

Discretion Statement

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion in application of the policy to help Leigh Academy Blackheath students make better choices and learn the right lessons.