Joseph Leckie Academy

Behaviour and Relationships Policy

Approved by JLA Governing Body	
Last reviewed on:	09/2026
Next review due by:	09/2027

Our Motto

Learn together, lead together

Our Vision

We are a community with the courage to learn and lead together. We believe in equality of opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.

Our Mission

At Joseph Leckie Academy, we will:

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

Our Core Values

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

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

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

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

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

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

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1.1 Introduction – The Academy's Approach to Behaviour
Joseph Leckie Academy is committed to its core values of leadership, empathy, community, kindness, integrity and environmentalism. Our aim is to support students to develop highly positive learning behaviours, that will support and equip them for life at the Academy and beyond.

Joseph Leckie Academy is an inclusive community where student wellbeing and safety are central. We guide students to make positive choices, recognising their successes and supporting them when mistakes occur. Our students learn to conduct themselves with confidence, maturity and respect in all situations.

We are proud of our diverse community and committed to maintaining a harmonious, safe environment for students, staff, volunteers and visitors. Our behaviour approach is rooted in strong relationships and restorative practice, fostering positive interactions and encouraging good manners, courtesy and respect.

Through restorative methods, we seek first to understand when expectations are not met and work with students to resolve issues. We help them recognise how their actions affect others and themselves, promoting accountability and personal growth.

At Joseph Leckie Academy, we aim to:

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

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

1.2 Roles and Responsibilities of Staff
Behaviour is everyone's responsibility. Every member of staff plays a vital role in creating a positive learning climate across the Academy and must consistently model our values of leadership, empathy, kindness, integrity and community.

We expect students to behave well in lessons and social times. This is achieved when staff actively teach positive behaviours through high challenge and high support, rather than assuming they will develop automatically. Restorative discussions help staff model pro-social skills and strengthen relationships. Restorative practice complements, but does not replace, sanctions. It supports the repair of harm, rebuilds relationships and reinforces expectations. Staff are expected to model respect, responsibility and forgiveness, as strong relationships lead to better behaviour outcomes.
Staff are supported through the Academy's CPD programme, the Lead Practitioner for Behaviour and the Pastoral Team. Support is non-judgemental and focused on developing effective behaviour-for-learning strategies.

Consistency is essential. Clear and predictable responses to positive and negative behaviour help students understand expectations, whoever is leading the learning.

The Academy meets its duties under the Equality Act 2010 by ensuring students with SEND are not disadvantaged by behaviour expectations or sanctions. We recognise that behaviour may reflect underlying needs and will make reasonable adjustments, applying sanctions fairly and proportionately while safeguarding the wider community.

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

1.3 Roles and Responsibilities of Parents/Carers

We expect Parents/Carers to work in partnership with the Academy and model the positive behaviours we want students to learn, understanding that the attitudes and behaviour established at home frequently influence how students conduct themselves in school and the wider community.

Class Charts is an online platform which provides Parents/Carers and students with information regarding a student's conduct in real time. All positive and negative behaviours are logged by staff on Class Charts, generating a behaviour ratio that is visible on the platform. Students should strive to maintain a 100% positive behaviour ratio as part of their ongoing conduct and personal development.

We expect that all Parents/Carers will:

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

1.4 Behaviour for Learning Expectations

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

We expect that all students will:

- Model the Academy's values of leadership, empathy, community, kindness, integrity and community; lead others, show empathy, be kind, act with integrity and respect the Academy environment.
- Show respect to their peers, all members of the staff, visitors to the Academy and our wider community.
- Follow all staff instructions at the first time of asking.

- Be sensible and safe around the Academy site.
- Report any incidents of unacceptable behaviour to a member of staff at the earliest opportunity.
- Always respect the learning environment and Academy property, ensuring there is no littering, vandalism or graffiti.
- Never bring prohibited or illegal items onto the Academy site. The list of prohibited items is:
    - knives and 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, or damage to property of; any person (including the pupil).
    - an article specified in regulations:
        - tobacco and cigarette papers;
        - fireworks; and
        - pornographic images.

As stated in the *Searching, Screening and Confiscation Guidance Advice for schools July 2022*.

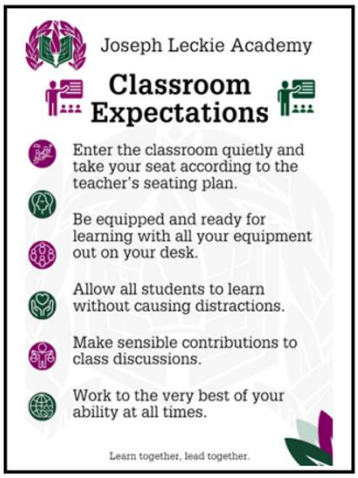
- Not bring banned* items such as E-cigarettes or vapes, legal highs, BB guns, laser pens/drug paraphernalia, items that cause disruption or nuisance, including water pistols or similar objects onto the Academy site (this is not an exhaustive list).
- Wear correct uniform** with lanyards visible.
- Be fully equipped and ready for learning every day.
- Mobile phones/headphones. The Academy is a mobile phone free zone***

Related policies can be found on the Academy's website or are available on request:

- Searching, Screening and Confiscations Policy*
- Uniform and Appearance Policy**
- Mobile Phone Policy***
- Suspensions and Permanent Exclusions Policy
- Restrictive Interventions Policy

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



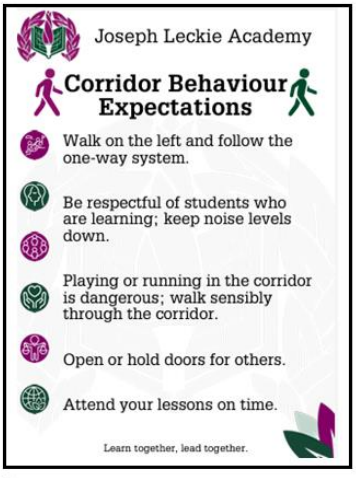






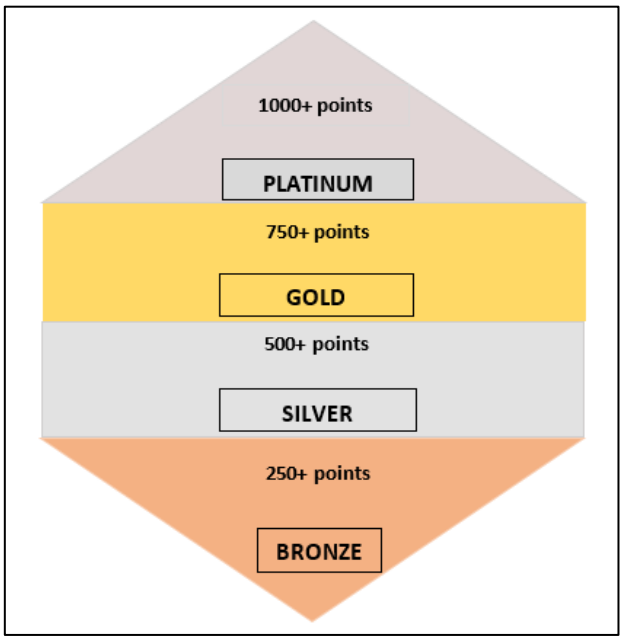






1.5 The Reward System

Our rewards programme promotes a positive Academy ethos and provides students with meaningful experiences that enrich their time at school and beyond. Rewards are a powerful driver of positive behaviour and conduct.



Students earn positive behaviour points on Class Charts for meeting or exceeding expectations, completing pledges and demonstrating our core values. All students should aim for a 100% positive behaviour ratio.

Parents, carers and students can track points through the Class Charts portal. Points can be redeemed in the Class Charts Rewards Store for items such as stationery, school equipment, revision materials, mini travel games, prom ticket credits and sports equipment.

The more positive points students collect, the greater the rewards available to them. In addition to redeeming points for rewards, students will be rewarded in many other ways including:

The Principal's Standard

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

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

Awards Events

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

Rewards activity days

Our reward activity days recognise and motivate students with a strong positive behaviour record, giving them access to trips and experiences they may not otherwise have. Throughout the year, behaviour-related challenges may be set, and some trips or rewards will require students to achieve a specified number of positive points on Class Charts.

This system also helps us monitor behaviour patterns and discuss with students how their choices may affect their eligibility for future activities. Students with a low positive behaviour ratio may not be able to take part.

Attendance and Punctuality

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

Other recognition of positive student behaviour including:

- Good news postcards and/or positive telephone calls home.
- Year Group Challenges will be set during the academic year which motivate students to secure high standards of behaviour and achievement.

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

1.6 Attitude to Learning (ATL) Descriptors and Behaviour Points

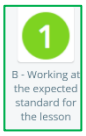
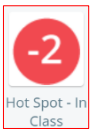
Staff at the Academy will reward students' positive engagement and high levels of commitment to their learning. ATL grades are recorded via the Class Charts platform and are relayed to Parents/Carers in real time. Staff will award ATL grades and points will to students in all lessons based on the criteria provided. Over a double period, entries may be made either once or twice, at the discretion of the teacher.

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

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

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

Attitude to Learning Descriptors

A student is working above the expected standard when they…	
A+2	• Display a highly positive attitude to their own learning/the learning of others. • Make highly positive contributions to group or discussion work. • Complete work that reflects outstanding effort. • Demonstrate outstanding presentation and organisation. 
	ATL A logged on Class Charts - 2 positive points awarded
A student is working at the expected standard when they…	
B+1	• Display a positive attitude to their own learning and the learning of others. • Make positive contributions to group or discussion work. • Complete work that reflects good effort. • Demonstrate good presentation and organisation. 
	ATL B logged on Class Charts - 1 positive point awarded
C-0	• Display a less than positive attitude to their own learning and learning of others. • Make some contributions to group or discussion work. • Complete some work. • ***Have received behaviour reminders from the class teacher (C1 and/or C2)*** 
	ATL C-0 logged on Class Charts - 0 positive points awarded
A student is working below the expected standard when they…	
C-1	• Display a less than positive attitude to their own learning/the learning of others. • Make limited contributions to group or discussion work. • Completes work - but not to the required standard expected. • Demonstrate less than satisfactory presentation and organisation. • C3 log recorded in Class Charts for Parent/Carer to view. • ***Have received 3 separate behaviour reminders from the class teacher (C3).*** 
	****No positive conduct points and -1 negative conduct point awarded***
A student is working significantly below the expected standard when they…	
D-2	• Display a poor attitude to their own learning/the learning of others. • Disrupt group or discussion work or fail to contribute, or opt out. • Fail to complete work or produce very little work in the time allocated. • Demonstrate very poor presentation, organisation, or effort in work. • ***Have received 4 separate behaviour reminders from the class teacher (Hot Spot).*** 
	****No positive conduct points and 2 negative conduct points awarded***

1.7 Student Support Systems

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

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

- Support from any member of staff and specifically pastoral staff including Form Tutor, Head of Year, Pastoral Manager and Key Stage Hub Manager.
- Programmes of work provided by a team of student support mentors (e.g. around anger management, conflict resolution, mental health and well-being)
- Healthy lifestyles - diet/sleeping/exercise routines provided by the school nurse
- An Educational Psychologist Assessment

- Counselling
- SEND support
- Support from Safeguarding Team
- Internal Alternative Provision

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

1.8 The Consequence System

The Academy operates a consequence system that provides students with clear warnings to address behaviour that is not acceptable. If in lessons, student behaviour falls below expected standards, a series of stepped warnings are signposted to students to encourage them to amend their behaviour. Students should comply at the first warning which is known as C1. Further warnings lead to greater sanctions which will accrue negative behaviour points recorded on Class Charts.

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

Behaviour summary table:

Conduct points		Sanction applied
	C1	• First verbal request, by class teacher, for student to comply with teacher's behaviour expectations. • No negative points awarded if student complies with request to settle to work. • Positive conduct points will not be awarded. • C0 log required. • Once awarded, C1 ***will not be withdrawn for improved conduct***.
	C2	• Second verbal request for student to comply with teacher's behaviour expectations. • No negative points awarded if student complies with request to settle to work. • Positive conduct points will not be awarded. • C0 log on Class Charts required in real time. • Once awarded, C2 ***will not be withdrawn for improved conduct***.
An ATL C-0, which incurs no negative points, is logged on Class Charts as a record of some low-level disruption Any consequence above C2 is the threshold at which negative behaviour points are awarded. Parents/Carers are notified.		
-1	**C3**	• Third verbal request for student to comply with teacher's behaviour expectations. • C3 log on Class Charts required in real time. • Restorative Discussion (RD) with teacher to discuss and reframe expected standards for next lesson. • Once awarded, a C3 ***will not be withdrawn for improved conduct.***
-2	**Hot Spot**	• If unacceptable behaviour persists the student may be asked to remain in class (Hot Spot – In Class or may be sent to a separate room to allow learning to continue (Hot Spot - On call) • Hot Spot type log on Class Charts required in real time. • 30-minute Hot Spot detention awarded for the next day. • Teacher to call home to inform Parent/Carer of student's behaviour and the detention time/date. • Call to be logged on Class Charts • Restorative Discussion with student at detention logged on Class Charts by Hub Manager. • Once awarded, Hot Spot ***will not be withdrawn for improved conduct***.
-3	**Time Out**	• If student fails to follow Hot Spot expectations and unacceptable behaviour persists a Time Out log on Class Charts required in real time. • On Call to remove the student from the lesson to allow learning to continue. • Student removed to Key Stage Hub for period of reflection. • Hub Manager to log a 60-minute Time Out detention on Class Charts. • Teacher to call home to inform Parent/Carer of student's behaviour and the detention time/date. • Restorative Discussion with student at detention - logged on Class Charts by Hub Manager. • Once awarded, Time Out ***will not be withdrawn for improved conduct.***

1.9 Detentions

It is essential that all students are given the opportunity to learn in a safe and respectful learning environment. If, despite staff warnings, a student does not meet our high expectations or accumulates a significant number of negative behaviour incidents, they may receive a break, lunchtime or after-school detention.

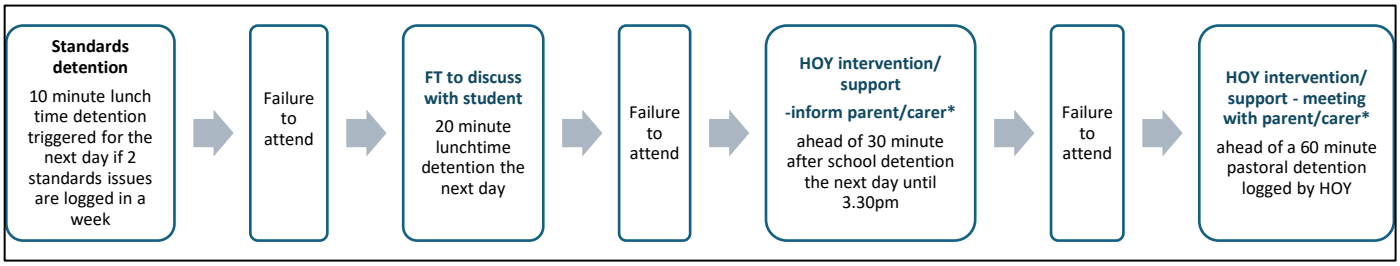
Detentions are lawful and may be issued on the same day, in line with the DfE's *Behaviour in Schools* guidance (2024). Where behaviour continues to fall short of expectations, an after-school detention may be issued, which may run until 6pm if required.

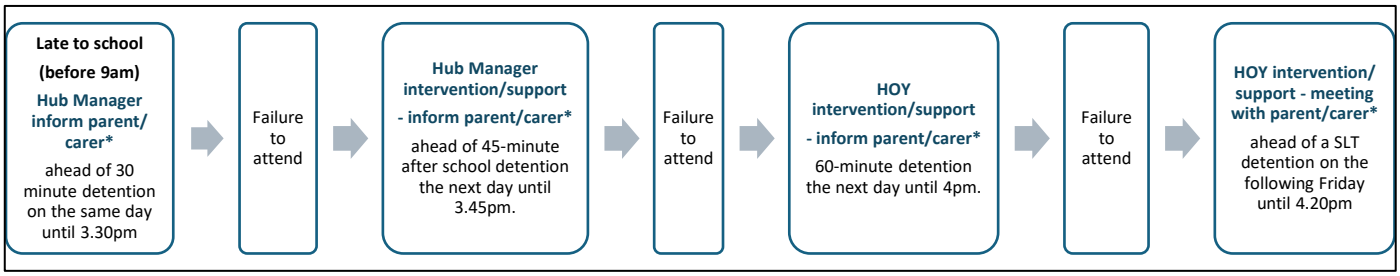
Students who fail to meet expected standards—such as unacceptable uniform, lack of equipment for learning (including PE kit), or punctuality to lessons—may be issued with a short standards detention at lunchtime. Ongoing or repeated breaches of the Academy's Uniform and Appearance Policy will result in an escalation of sanctions.

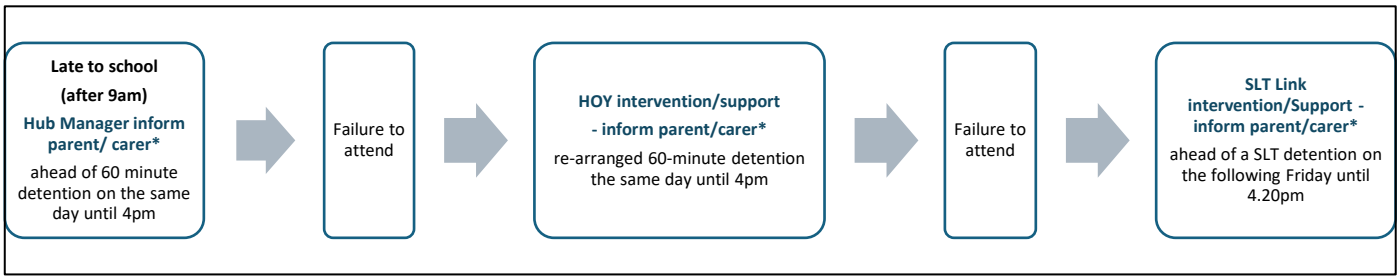
Parents/Carers will be notified of detentions through Class Charts and are expected to check their account regularly for updates. Failure to attend a detention will result in a longer after-school detention being issued. Where a student persistently fails to attend, or accrues a high number of detentions, more serious sanctions may be applied, including a period of internal reflection, an internal or external suspension, or an off-site direction.

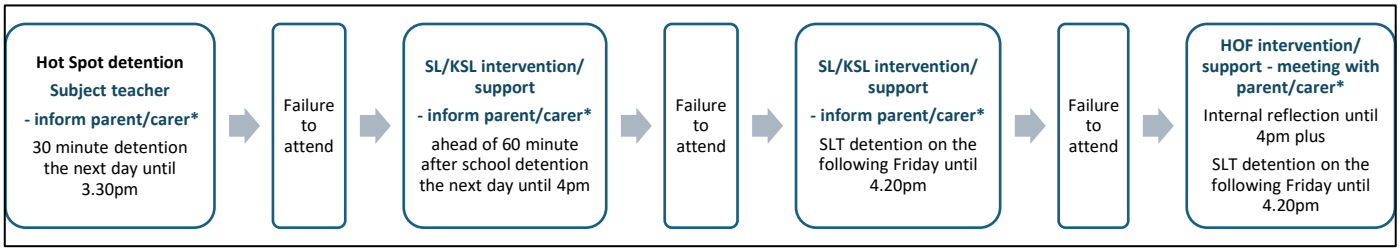
Although the detention system is centralised, with staff supervising on a rota, the member of staff who issued the detention will attend to complete a restorative discussion with the student. This will usually be the subject teacher for classroom-related detentions, and a member of the pastoral team for standards detentions.

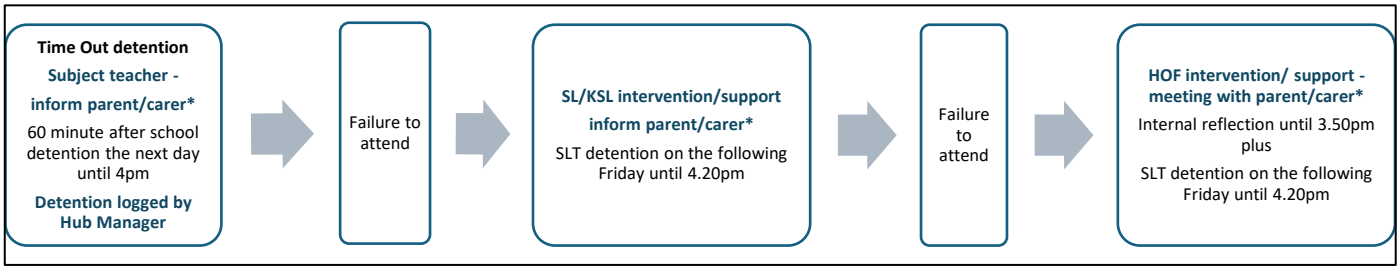
<u>It is essential that all Parents/Carers log in to their Class Charts account and ensure that the Academy has accurate Parent/Carer email address(es) to be notified if their child receives a detention and/or fails to attend.</u>

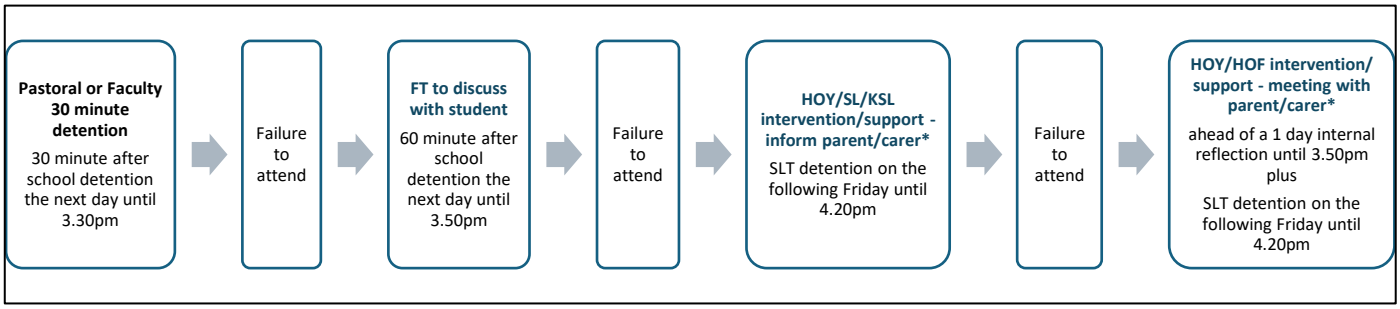


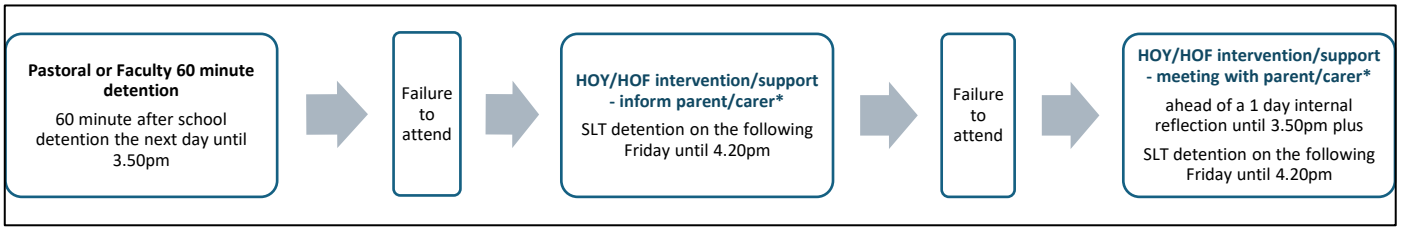












Log ALL contact on Class Charts under Parental contact made.

1.10 Internal Reflection

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

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

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

1.11 Suspension, permanent exclusion and alternative provision

The Academy is committed to maintaining a safe, respectful and orderly environment in which all students can learn. Suspensions, off-site direction, managed moves and permanent exclusion* are lawful behaviour management tools that may be used where behaviour presents a serious risk to safety, disrupts learning, or where other strategies have been exhausted. These measures are always used lawfully, reasonably, fairly and proportionately, in line with DfE statutory guidance including the Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement.

1.12 Related Policies

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

- Attendance Policy
- Anti-Child on Child Abuse and Bullying Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy
- Online Safety Policy
- Restrictive Interventions Policy
- Searching, Screening and Confiscation Policy
- SEND Policy
- Staff Code of Conduct Policy
- Suspension, Permanent Exclusion and Alternative Provision Policy