



Leigh Academy
Langley Park

**Disruption Free
Learning Policy**

Written: July 2024

Review: July 2025

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Aim

Disruption is defined as the following :

“Any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level.”

Before discussing the aim, first we must discuss what Disruption Free Learning is. Disruption Free Learning does not mean that disruptive behaviour does not exist, however it means that this behaviour is dealt with swiftly. The aim of this policy is to cultivate a safe, supportive and focussed learning environment where students can engage in their studies without any kind of unnecessary disruptions. By establishing clear guidelines and expectations for behaviour, our goal is to enhance academic achievement, create a conducive atmosphere for effective teaching and learning to thrive and promote positive social interactions.

Behaviour as a Curriculum

A behaviour curriculum is the total sum of a school's approach, systems, processes, structures and routines. Where this is done well, Ofsted state:

- *‘Well-managed schools create cultures where pupils and staff flourish in safety and dignity. Staff should be trained to make sure that they collectively embody this school culture’.*
- *‘Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like’.*
- *‘Where behaviour is poor, pupils can suffer from issues as diverse as anxiety, bullying, violence, and distress. Similarly, continually dealing with misbehaviour negatively affects the well-being of teachers and, for some, it is a reason why they leave the profession’.*

At LALP, we understand the importance of behaviour needing to be thought of as its own curriculum, that needs to be taught both explicitly and implicitly as a part of every day routine. Our behaviour curriculum is underpinned by Tom Bennett's eight principles of behaviour.

Principles of The Behaviour Curriculum

1. Behaviour is a curriculum

Being well-behaved is a combination of skills, aptitude, habits, inclinations, values and knowledge. These can be taught.

2. Children must be taught how to behave

Being well-behaved is not an accident at birth. Pupils do not create themselves. We are the products of our circumstances. Pupils who behave well have been taught these things already. If they have not, the teacher must try to do so.

3. Teach, don't tell

Behaviour cannot be modified in the long term by simply telling pupils to behave. The behaviour curriculum must be taught, similarly to how we should teach an academic or practical subject.

4. No single strategy will work equally with all pupils

You cannot punish pupils into behaving. You cannot reward pupils into good behaviour. You cannot tell, teach, trick or nudge all pupils into better behaviour habits. Different people are motivated for different reasons. The wise teacher uses a range of strategies to reach as many pupils as possible.

5. Make it easy to behave and hard not to

Some pupils find it harder to behave than others. Remove any obstacle you can to them developing better habits. Provide support for them to achieve the expectations you have of them. Challenge low standards every time. Make good behaviour satisfying.

6. Good relationships need structure & high expectations

The teacher-pupil relationship is important, but built on trust. Trust is built on mutually predictable behaviour which requires sincerely-executed norms and routines. But we don't expect pupils to only behave well when they have a strong relationship with staff - they should behave because it's the right thing to do.

7. Pupils are social beings

Our behaviour is strongly influenced by other people. Other people and their opinions matter to us. If you teach a class, you teach a group, and group dynamics are not the same as solo or pair behaviour.

8. Warm Strict Approach

We follow up instances of disruption and poor behaviour with a certainty, not a severity. The culmination of clear, consistent systems, messaging and application means that teachers are in control and behavioural outcomes are an inevitability.

9. Consistency is the foundation of all habits

Practice makes perfect. Perfect practice is better. Habits only last as long as they are performed. As soon as we stop practising, we start to lose that habit.]

Classroom Code (including behaviour steps / classroom steps and consequences)

When developing students' positive habits, we must first ensure that the expectations are clear and concise. The Code of Conduct clearly states the expectations at every stage of the day. These non-negotiables for our LPPA students are outlined in our [Building Brilliance in LPPA poster](#), which can be found in each classroom.



When needed, students are reminded of the expectations to ensure that they achieve these every day.

In order to clearly define the core learning behaviours for each lesson, Students use SLANT to ensure they are focused in their learning:

S = Sit up straight: Students are taught to be attentive, focussed and respectful in lessons

L = Listen carefully: Students give their teachers 100% undivided attention in lessons

A = Ask & Answer: Students are taught to be active participants in lessons and to ask & answer questions

N = Never interrupt: Students are taught to be patient and considerate

T = Track the teacher: Students are taught to look where directed by their teacher

If the Classroom Code is not followed, then the students will progress through the sanction steps on the LPPA Behaviour Policy.

Character Code

When further developing students' positive habits, we must make clear what is wanted and what is unwanted behaviour. Wanted behaviour forms the foundations for positive habits to thrive. Unwanted behaviour must be highlighted to demonstrate what actions disrupt learning and thus will have consequences. These clear expectations are made explicit within the [LPPA Character Codes poster](#), which can be found in each classroom.

When needed, students are reminded of the expectations to ensure that they achieve these every day.

LPPA Character Code



| | | | | | |
|---|-----------------------------------|-----------------------------|-------------------------------------|--------------------------------------|----------------------------|
| Wanted Behaviours <small>(positive behaviour points, certificates, badges)</small> | <i>Building Positive Habits</i> | | | | |
| | Positive contributions to lessons | Please / Thank you / Sorry | Helping Others | Responsibility | Honesty |
| | Focussed | Ownership / Self - Managers | Kindness | Resilient | Consistent effort |
| | | | | | |
| Unwanted Behaviours <small>(negative behaviour points, reflection room, partner class, isolation)</small> | <i>Disruption to Learning</i> | | | | |
| | Disrespect | Defiance | Ignoring instructions from teachers | Not remaining seated | Shouting out during lesson |
| | Lack of effort | Dishonesty | Inappropriate language | Untidy uniform | Loss of equipment |
| | | Bullying | Rudeness to peers | Threatening / intimidating behaviour | |

If unwanted behaviours are consistently displayed, then students will progress through the sanction steps on the LPPA Behaviour Policy.

Seating Plans

In order to build consistency for the students, which will then in turn support Disruption Free Learning, seating plans are essential. The seating plans aim to create a conducive learning environment that minimises disruptions and promotes focussed learning among students in our Academy. The guidelines state that students will be assigned specific seats.

The implementation of these plans require teachers to consider the individual needs and learning styles of the students. The seating plans will be revised periodically to encourage positive interactions and minimise distractions. Special consideration will be given to students who require additional support.

At LPPA, all students have a 'Home Seat'. These seats will be where the students sit first thing in the morning and often for the majority of the day. Throughout different lessons, their seats may change depending on the lesson and the skill that is being taught.

All teachers are required to adhere to the seating plan policy and maintain consistency within their classroom. Any concerns regarding seating arrangements should be addressed promptly and smoothly.

Rewards and Sanctions

The use of rewards and sanctions is crucial in maintaining a disruption free learning environment. Rewards help to reinforce positive behaviour, motivate students and celebrate their achievements. On the other hand, sanctions play a key role in establishing boundaries, teaching consequences for misbehaviour and maintaining discipline. Together, they create structures and a fair system that supports a conducive learning environment for all students.

More details on our rewards and sanctioned steps can be found within the LPPA Behaviour Policy.

Time to Reflect

At LPPA, Disruption Free Learning is complemented by our Behaviour Policy, as such, persistent breaches to the Classroom Code and Character Code will result in students needing time to reflect. On a class level, the child is asked to speak to the teacher away from others, boundaries are reset, the child is asked to reflect on their next step (at this point they are reminded of previous good behaviour, attitude, or learning). The child is given a final opportunity to re-engage with the learning/follow instructions. Students can also spend time within the reflection space within the classroom. If this step is ineffective, Students may then be sent to a partner class or be given a time consequence in the lunchtime Reflection Room. Within the Reflection Room, students are given a task to reflect on their behaviour and discuss this with the member of SLT who supervises the space.

On Call - Supporting Staff

In the event of challenging misbehaviour, as long as the sanctioned steps of the Behaviour Policy have been followed, there is always a member of Senior Leadership who will make themselves available to support.

Communication with parents

At LPPA, the Behaviour Module we use via Broncom is a system that allows Leaders, Class Teachers and Learning Support Assistants to record and celebrate a child's success. As a platform, it also allows Leaders, Class Teachers and Learning Support Assistants to record sanctions. All parents will have access to view their child's account. In line with the Behaviour Policy, if students consistently disrupt their own and others' learning, parents will be informed as a first step.

What if misbehaviour persists?

If this pattern of behaviour continues a behaviour meeting will take place between the child, parents, class teacher and a member of the Senior Leadership Team. At this meeting, the [Home school agreements](#) will be reviewed. Home school agreements are designed to reinforce the systems and values of the academy with the aim to promote a positive partnership with parents and carers. Those who repeatedly breach behaviour policy and or the home school agreement are supported with a more specific behaviour plan. Behaviour plans or the home-school agreement form part of any reintegration process following a behaviour incident to continually reinforce positive messages to students and parents/carers, as well as clarifying the consequences of rules being broken.

SEND Primary Need - Reasonable Adjustments

Of course, at times children with SEND may struggle to meet key behaviour milestones due to reasons connected to their need. As much assistance as possible is provided to these students to achieve these milestones. Some SEND students, such as those on the autistic spectrum, attention deficit hyperactivity disorder or learning difficulties, are more likely to break the school rules than other students.

In accordance with our commitments to inclusivity and equal opportunities for all students, our Disruption Free Learning Policy includes specific provision for students with Special Educational Needs and Disabilities (SEND). Reasonable adjustments will be made to accommodate the individual needs of SEND students, ensuring they have equal opportunities and are supported in maintaining focus and engagement. On top of quality first teaching, these adjustments may include personalised support, assistive technologies, or any other necessary accommodations to enable these students to participate fully in the learning process while minimising disruptions. However, at all times, we will always aim high with our expectations.

At LPPA we do as much as possible to demonstrate high expectations to all students, and to scaffold the best behaviour that a student is capable of, otherwise there is a risk that some students with SEND will suffer from the poverty of low expectations. By proactively supporting the needs of SEND students, we aim to create an inclusive educational environment that fosters academic and personal growth.

Our Commitment to Continuous Professional Development (CPD)

While front loading staff training for behaviour is helpful, it must be a continuous process throughout the academic year. All teachers at LPPA have access to training or retraining in behaviour management. When looking at behaviour management, it is vital that teachers display the ability to manage rooms well. Throughout the year we provide robust and effective CPD, this plays an important role in the formation of a teachers professional identity. In order for staff to believe they are capable of more, it is crucial that they experience high levels of support from leadership. Leadership at LPPA takes every

interaction with staff as an opportunity of training, instruction, reinstruction or correction. Every interaction between staff and leaders must promote dignity, high expectations and positive regard. Furthermore, along with staff feeling supported, they must also acknowledge their responsibility.

Evaluation and Review

At LPPA, we regularly review the mechanism for our Disruption Free Learning Policy. This process involves teachers, other staff and leaders to assess the policies impact. It is vital that we also include other stakeholders' voices, so surveys and feedback sessions with parents, students and other stakeholders are deployed. Data on students performance, behaviour and other relevant metrics are gathered and analysed to determine the policies effectiveness. Based on these evaluations, adjustments to the policy may be proposed and implemented to improve its desired impact and outcomes.