



Leigh Academy Rainham

Behaviour and Attitudes Policy

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1. Definitions of Behaviour

- **Behaviour**

Behaviour is defined as the way one acts or conducts oneself, especially towards others in response to a particular situation or stimulus.

- **Behaviour for Learning**

The development of positive behaviours that enable students to thrive in their learning. This is achieved by promoting opportunities for learners to establish positive relationships with self, others and the curriculum. When these three elements are promoted and nurtured in unison in a classroom, a culture of positive learning behaviour is embraced.

- **Low Level Disruption**

Low level disruption is a category of behaviour which hinders the learning of the students in the classroom. Where this is exhibited in lessons, this type of behaviour has a detrimental impact on the learning opportunities and life chances of multiple students, not just the perpetrator. Behaviours that fall into this category can include calling out, talking or making noises unnecessarily, being slow to start work or follow instructions, showing a lack of respect for others, being ill-equipped or fidgeting and fiddling.

- **Challenging behaviour**

Behaviour is considered challenging when it is of such an intensity, frequency, or duration that it is harmful to the person and others around them. It stops the person achieving everyday things, such as making friends or learning, can cause distress to others and leads to a poorer quality of life. This includes physical and verbal aggression and self harm.

- **Culture**

The ideas, customs, and social behaviour of the members of our academy community.

2. Aims

2.1. Visions and Values

The Leigh Academies Trust aims to ensure that all children within our schools gain a first-rate education. To establish this staff and students at the Academy have to work together to promote and maintain an environment which emphasises positive behaviour. Behaviour management is an integral part of the whole Academy curriculum which teaches appropriate and relevant social skills to all students. Our behaviour policy is written in line with the trust values:

- We care – about our students through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.
- We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- We work together – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- We keep getting better – using our ‘can-do’ attitude towards continuous improvement and innovation.

These values will lead to social, academic and professional success, empowering students to develop our LEIGH Learner attributes, becoming respectful, responsible and resilient learners for the present and the future.

At Leigh Academy Rainham we aim to build learning communities that are underpinned by traditional values of strong discipline, smart uniform and good manners with the best of modern teaching. Under our Academy motto, Dream, Believe, Achieve we expect our students to work hard, be well disciplined, achieve and take pride in all that they do. We are unrelenting and graciously uncompromising in our approach to ensure that poor behaviours, including low level disruption in lessons, are not tolerated, taking the approach that explicitly teaching exceptional behaviours for learning is part of our everyday curriculum. Co-operation and trust between parents/carers, students and the Academy is the best method of dealing with any problems which may arise; coupled with a good pastoral care system where early intervention is the key to success.

2.2. Legislation and Guidance

This policy is created with guidance from the Department of 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 for 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 2022
- 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).

2.3. 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 student 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 build 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 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 towards the Academy policy through the Student Leadership Council.

Parents/Carers

Parents and carers can access the Academy's policies through the Academy website, or via information given in newsletters and the prospectus 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 an important facet 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.

3. Rewards

At Leigh Academy Rainham 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 own learning and self-manage their behaviours. Our LEIGH Attributes are underpinned by the IB Learner Profile and students will be rewarded in a number of ways 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 an active, respectful community member.

The key themes from each attribute in the [learner profile](#) underpin the rewards and consequence policies and opportunities to enable students to be successful in all aspects of these will be embedded seamlessly throughout Leigh Academy Rainham community life. A comprehensive list of rewards and their assigned rewards points can be found [here](#).

Reward System	Description
Reward Points	Reward points can be awarded through our Bromcom System at any time. These are accumulated and recognised with blazer lapel pin badges at certain milestones and awarded in fortnightly College assemblies. At the end of each module the College with the most reward points will be celebrated - this will be visually displayed for students within the Academy.
LAR Superstar Postcards	LAR Superstar postcards will be periodically given to students for recognition of outstanding achievements and learner attributes within each of the MYP Disciplines (Language acquisition, Language and literature, Individuals and societies, Sciences, Mathematics, Arts, Physical and health education, Design). Work relating to these postcards may also be displayed on our College Dream Believe Achieve Boards.
College Certificates of Excellence	In preparation for College Reward Assemblies, teachers will nominate students to be awarded a College certificate linked to one of the LEIGH Learner Attributes. One student from each college will be awarded a certificate for each of the LEIGH attributes: • Leadership • Emotional Intelligence • Inquisitive • Grit • Humility Each subject also nominates one student in relation to Academic Excellence and Outstanding Progress. There will also be an award for the Head of College as well as the Principal award for the module.

College Cups	College cups will be presented to the winning college during our college award assemblies. These cups are for: • Co-curricular • Attendance • Reading • Numeracy • LEIGH learner values • Sports Day
Attendance Rewards	Excellent Attendance is recognised and rewarded. Rewards are not solely based on 100% attendance but excellent and most improved attendance. Rewards can include certificates, form activities (e.g. Hot Chocolate Fridays) and access to additional reward opportunities.
College Reward Events / Inter-form Competitions / Whole-school Competitions	Academy events will provide opportunities for College competitions and reward events / trips. Inter-form sport competitions will also take place for each year group per module.
Proud Friday	Students will have the opportunity throughout every module to present pieces of work to members of the leadership team. These will be pieces of work students are particularly proud of. Students will be rewarded with a handwritten postcard and a positive point from the member of the leadership team.
Book Vending Machine Tokens	These will be automatically given to every child who wins a competition.

4. Codes of Conduct

4.1 Student Code of Conduct

The Student Code of Conduct outlines expectations of students as both learners in the classroom and as community members outside of lessons.

As a LEIGH Learner of Leigh Academy Rainham I will...

- ✓ Be an aspirational, resilient and reflective learner who is always punctual and prepared to learn
- ✓ Take responsibility for my own appearance, property and actions and graciously accept any consequences for not meeting academy expectations with regards to these
- ✓ Act with integrity and honesty at all times, producing my own work independently in line with the Academic Integrity Policy
- ✓ Strive to develop a range of personal attributes and learning skills that enable me to be a highly successful lifelong learner and globally aware citizen

As a caring member of Leigh Academy Rainham's Community I will...

- ✓ Respect other people's feelings, space, cultures, beliefs and property, always acting in a manner towards my peers that is deemed as appropriate
- ✓ Conduct myself calmly, orderly and quietly in and out of lessons, respecting the safety and learning of others

- ✓ Be courteous at all times by greeting people, saying 'please and 'thank you', opening doors and offering to help anyone in need
- ✓ Respect our environment, by not creating litter and encouraging others to do the same
- ✓ Proudly celebrate the achievements of my peers, recognising that we are all striving for success
- ✓ Use academy equipment and resources responsibly, recognising they are there for everyone to benefit from
- ✓ Show compassion by alerting a member of staff if I witness fighting, bullying, harassment or any form of unkindness to others either in the academy or online.
- ✓ Report the presence or use of any banned item to ensure the safety of our community

4.2 Establishing Excellence in Lessons

All students are expected to:

- Arrive promptly to lessons and follow the [Establishing Excellence in lessons](#) procedures as displayed in each classroom (diagram below).
- Maintain all uniform expectations and correct these immediately if challenged.
- SLANT at all times - Silence, Listening, Answer questions, Never interrupt, Track the teacher
- STEPS - Sir / Miss, Excuse Me, Thank you, Please, Smile
- SHAPES - Sentences (full), Hands (away from mouth), Articulate, Projection, Eyes
- Positively respond to any request made by the member of staff.
- Do not eat, drink or chew in lessons (water is an exception, where permitted).
- If requested to move within the classroom, do so safely and quickly.
- Use items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement
- Produce work to the best of their ability at all times

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards students in order to help build positive relationships, encouraging the students to achieve.

ESTABLISHING EXCELLENCE in LAR Lessons



Lesson Start

Line up in silence with Chromebooks in hands

Enter in silence, greeting each other at the door

Set up your workstation and open today's lesson slides first

Open your book, copy the date and inquiry question

Learning Time

Independent work is completed in silence

SLANT

SHAPE

STEPS

Lesson End

Clear desk and put all resources away

Stand behind chair and wait in silence to be dismissed

Prepare for transition to your next destination

Thank each other as you leave

THE LEIGH
Academy Rainham
LEARNER



THE LEIGH
Academy Rainham
LEARNER



THE LEIGH
Academy Rainham
LEARNER



S

Sit Up

L

Listen

A

Ask/Answer Questions

N

Never Interrupt

T

Track the Teacher



S

Sir/Miss

T

Thank you

E

Excuse me

P

Please

S

Smile



S

Sentences

H

Hands

A

Articulate

P

Project

E

Eye contact



4.3 Establishing Excellence outside Lessons:

- Maintain pride in our appearance, dressing in line with the uniform policy and correcting this immediately if challenged.
- Move quietly, calmly and orderly around site at all times in order to respect the safety and learning of others
- Use appropriate and mature language at all times, avoiding all use of casual swearing or language that could be deemed offensive to others.
- Respect our environment, by not creating litter and encouraging others to do the same

- Only consume food and drink in designated social spaces, never when moving around the academy.
- Be polite and courteous at all times by greeting people, opening doors, saying 'please and 'thank you' and offering to help anyone in need
- STEPS - Sir / Miss, Excuse Me, Thank you, Please, Smile

5. 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 need to meet the same expectations as their peers.

6. Reasons for Consequences

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

6.1 Behaviour in the Classroom - The Consequence Ladder

To eliminate all low level disruption and challenging behaviours that may occur in lessons, the consequence ladder is applied consistently by all staff. Students are both making poor choices that do not promote the academy values and behaving in a manner that does not align with the attributes expected from an LEIGH Learner will receive one reminder, then if necessary the relevant consequences. 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 C2 or On Call support. 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 Rainham students make better choices and learn the right lessons depending on their choices and actions.

Consequence Ladder	Consequence	Examples of Offences
CR (Consequence Reminder)	- Name on board - CR - Reminder issued that, if repeated, a consequence will follow	1st Offence on Conduct Card - Passivity - Not following an instruction or SLANT - Distracted by chromebook



C1 (Consequence 1 - 1 Behaviour Point)	- Name on board - C1 30 minute after school detention - Record on Bromcom - Chromebook screen laid flat (if necessary)	2nd Offence on Conduct Card - Repeat of any CR behaviours - Poor punctuality - Talking during test conditions - Incomplete homework - Failure to bring PE Kit
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C2 (Patrol Called, Consequence 2 - 2 Behaviour Points)	- Name on board - C2 Patrol called aim to respond within 3 mins - Student removed from lesson and isolated up to two consecutive lessons following the exit, at the discretion of leaders 60 minute after school detention - Record on Bromcom - Phone call Home where necessary	3rd Offence / Failure to hand over Conduct Card 1st Offence against Academic Honesty Policy - Repeat of C1 behaviours - Failure to bring homework / food ingredients etc - Intentional inappropriate language towards a member of our community
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C3 (Consequence 3 - 3 Behaviour Points)	2 hour after school detention (3-5pm) - Conducted by SLT - Record on Bromcom - Phone call Home / Meeting if required	6 Offences on Conduct Card 2nd Offence against Academic Honesty Policy - Misuse of chromebook (see below) - Failure of C1 / C2 Detention
Serious Incident	- On Call Patrol called to support, aiming to respond within 3 minutes. - Investigate and make appropriate referral for C3 SLT detention / Inclusion Room / late school / exclusion - Phone call home / Meeting with Parents if required	- Support with a C2 offence 2nd C2 Offence of the day - Inclusion Room - Refusal /failure of Reset Room - Failure of inclusion room - Walking away from a member of staff / self exit lesson - Use of / refusal to hand over banned items like mobile phone - Intimidating verbal or physical behaviour towards a member of our community - Other Serious Incidence (see list below)

6.2 Out of Lesson Consequences - Student Conduct Card

Students are issued with a [Student Conduct Card](#) at the start of the term and are expected to be able to show this to a member of staff at any time. Failure to do so will result in an automatic 1 hour detention. If a student is stopped for any reason outside lessons due to not meeting academy expectations, the member of staff will sign their card. The content of the Conduct card ensure students are establishing excellence at all times throughout the academy day with negative signatures being provided for:

- *Minor* Uniform Misdemeanour
- Moving unsafely round site (e.g. running / pushing)
- Casual Swearing
- Ill-equipped (stationary)
- Littering
- Drinking / Eating banned items or when moving round site
- Being impolite / Poor Manners

Form tutors check each student's [Student Conduct Card](#) at the end of the day and if necessary issue the following sanctions:

Offences	Consequence
2 Staff signatures in a day	• C1 - 30 minute detention
3 Staff signatures in a day	• C2 - 60 minute detention • Phone call home
6 Staff signatures in a week	• SLT Detention • Form Tutor Report • Meeting with parents if required

Students who show poor behaviour outside of lessons that is more serious than those denoted on the conduct card (e.g. from the serious incidents list) need to be immediately referred to the senior leadership team for an appropriate sanction from the Senior Leadership Team

6.3 Out of Lesson Consequences - Uniform / Equipment

A smart appearance and being well equipped for learning is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence, a sense of respect and preparedness. The Academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance and being ready to learn is an essential part of the educational process. The Academy has a strict [Uniform and Equipment Policy](#) which helps to enhance the purposeful and successful climate of the Academy.

Uniform Violations

Form Tutors and subject teachers will check students' uniforms both in morning registration and again at each lesson transition while students are lined up outside their classroom.

The [Student Conduct Card](#) will be used to monitor minor uniform violations throughout the academy day. The following list is not exhaustive, but provides a clear expectation of what uniform infringements staff will openly challenge and sign for on the conduct card:

- Untucked shirt
- Not wearing blazer outside of lessons
- Top button not done up
- Holding rather than wearing tie
- Skirt rolled / pulled up
- Socks pulled up, not around ankles (with skirt)

If a student has no tie, they are sent to their college student services to borrow one and a C1, 30 minute detention is logged for their first offence. If a student is wearing make up they will be asked to remove this and will be given a C1, 30 minute detention. Any jewellery will be confiscated and returned at the end of the week however parents need to be aware that the academy cannot be held responsible for any banned items going missing after confiscation, regardless of how valuable they may be; these should have not been on academy site to begin with and this is why we have this policy in place.

If a student has incorrect shoes, shirt, trousers or blazer, they are sent to the student services to call parents. The student will be placed in isolation until someone is able to 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 teachers and will be returned to parents if they come to school to pick it 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.

Equipment Violations

Full equipment checks will be regularly carried out by Form tutors during morning registration and form time. If students need to borrow a piece of equipment from their form tutor or student services due to their failure to be prepared, they will be required to leave a deposit (e.g mobile phone, house keys etc.) in exchange and must return the equipment by the end of the day.

Failure to be properly equipped with stationary will be recorded on the [Student Conduct Card](#); two offences in a week results in a C1, 30 minute detention. Failure to bring subject specific equipment that results in lost learning time (e.g. PE Kit / Food Ingredients) will result in an immediate Detention.

6.4 Chromebook Use Consequences

The Leigh Academy Rainham 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 [LAT Chromebook Loan Agreement](#), as well as the [Student Acceptable Use Agreement](#). Failure to abide by these will result in the following sanctions:

Offence	Consequence
Distraction within the classroom	• CR - First reminder of consequence • C1 - Screen laid flat and 30 minute detention • C2 - 60 minute detention and exit if necessary
Not bringing Chromebook to the Academy	• 1st incident- C1 30 minute detention • 2nd incident- C2 60 minute detention • 3rd incident - C3 SLT detention
Accessing inappropriate sites including social media, chat rooms or gaming sites	• Investigate - C3 SLT detention or Inclusion room referral depending on seriousness • Internet ban for agreed period of time • Chromebook Confiscation
Anti-social online behaviour: harassment, intimidation or bullying via chromebooks will be dealt with in line with the Academy behaviour policy.	• Investigate - C3 SLT detention or Inclusion room referral depending on seriousness • Internet ban for agreed period of time • Chromebook Confiscation
Graffiti / Personalisation of Chromebook	• Minimum 1 day Inclusion room depending on extent of damage • Chromebook Confiscation
Purposeful physical damage to Chromebook e.g removing keys	• Minimum 2 days Inclusion room depending on extent of damage • Chromebook Confiscation

6.5 Safeguarding and Chromebook Confiscation

As an academy safeguarding is at the heart of what we do, and as such we monitor the use of student Chromebooks through Smoothwall. If the student demonstrates extreme misuse or the academy has safeguarding concerns, the device will be subject to confiscation for a set period of time.

6.6 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 Rainham; any instances of this will be addressed with the relevant course leader and the MYP Coordinator and the following sanctions issued:

Offence	Consequence
1st Offence	• Score of zero issued by teacher • Letter to parents reiterating the Academic Honesty Policy from course leader • C2 - 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 / MYP Coordinator - C3 SLT Detention - Parental meeting with both the course leader and VP / MYP Coordinator
3rd Offence	- Score of zero issued by teacher - Referral for the Inclusion Room until a parental meeting has taken place with VP / MYP Coordinator and the Principal.

6.7 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 premises and on school visits. Confiscated items can only be collected by parents/ carers, not students and this must only be after 3.10pm on the Friday of that week or, if confiscated on a Friday the Friday of the following week. 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.

Items allowed on person	
- Hand sanitiser - Money / Bank Cards / Travel cards - Vaseline / medicated lip cream - Medication - 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 mis-used / distracting from learning.
Items only allowed in bags, not on person	Consequence if found on person
- Roll on deodorant - Combs / Brushes - Headphones for chromebook use	- First Offence - confiscation and verbal warning - Second Offence - C1, 30 minute detention
Non Camera /Smart Phone Switched Off - Students must ensure that their mobile phones are not smartphones and switched off and in school bags at all times while on academy site	- Confiscation and C2, 60 minute detention if found on their person or switched on. Non-smart phones need to be collected by a parent after 3.15pm on the following day. - Internal Isolation Referral if caught using phone or refusal to hand over (minimum 1 day depending on context and student attitude)
Items banned from academy site	Consequence if found on person / in bag
- Electronic Devices e.g. Smart phones / Smart 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	- 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. - Smartphones will result in Confiscation and C2, 60 minute detention if found on their person or switched on. Will not be returned to a parent until after 3.10pm on Friday of that week or the following Monday if

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) • 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 • Chewing gum • Fidget toys / spinners / magnets / putty (unless provided by the inclusion team)	confiscated on a Friday. • 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 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 after 3.10pm on the Friday of that week, or the following Friday if confiscated Friday. 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 number of repeat offences.
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6.8 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 C3 SLT detentions, Inclusion room referrals or exclusions, 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 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 Harrassment and sexual violence
- Bringing 'outsiders' onto Academy property in order 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 e.g. Intentionally dropping any items over the bannisters and balustrades,
- Vandalism - this includes if wearing 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)

6.9 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. For further information refer to our [Bus Code of Conduct](#)
- 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.

7. Types of Consequences

7.1 Detentions

C1 / C2 Detentions

Leigh Academy Rainham is aware that in some circumstances students will make mistakes and therefore receive detention. Parents and carers should be aware that parental consent is not required for detentions but in working in partnership with parents the Academy will 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.

LAR believes that within detentions this time should be important for the student to fix their mistakes by: reflecting on their behaviour, reconcile with either: student or teacher and potentially serve community service in order for students to:

- Take ownership of their actions, such as: how their actions have caused a negative consequence for themselves and others
- Reconcile with particular members of staff/or student through a WARM conversation (What happened, who it Affected, how will they Repair it, how will they Move forwards?)
- Undertaken community service which will ensure that chances of a repeated offence will lessen

Academy staff should not, however, issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

If students are struggling to complete homework that is leading to detentions they will be referred to our Homework Club in the library to assist and support them. This will run weekly and be supervised by a member of LAR staff.

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 C1 detention despite being present in school for the day, they will automatically be issued an escalated C2 SLT detention and failure to complete a C2 will result in a C3 SLT detention instead.

C3 SLT Detentions

These detentions are conducted by SLT 3-5pm, can be used as an alternative to an Inclusion room referral and are issued accordingly at the discretion of SLT, taking into account the context of the incident. Failure to attend or successfully complete an SLT detention will result in an automatic referral to the Inclusion room. Behaviours that might receive a 3-5pm detention include:

- 2 Academy honesty offences in a term
- 6 signatures on a conduct card in a week
- Failure of Head of College Report
- Continual lateness to the Academy day/lessons (arriving after 9.00am)
- Persistent failure to come equipped for learning
- Inappropriate use of chromebook
- Truancing / being out of bounds
- C2 exit followed by inadequate work completed in buddy class
- Disruption of an after school detention
- Refusal of detention

- Inappropriate behaviour during social time
- Persistent failure to complete homework

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 detention the following day, this can include combinations of C1 and C2 detentions. For example, if a student receives 3 C1 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 C1 and a C2 on Monday, they would sit a 1 hour and 30 minute detention the next day. A final example might be a student receiving 2 C2 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 the Inclusion room the following day and sit a 2 hour detention until 5pm.

With this adjustment to the 23/24 behaviour policy, no student should have detentions which span over multiple nights.

7.2 On Call Responses and De-escalation

A member of either the leadership team of College Student Services is 'On Call' every period of the day in order to respond to support both staff and students for both non-behavioural and behavioural matters. Should a teacher require 'On Call' support for behavioural reasons, e.g. to remove a child issued a C2, they can send an alert through Bromcom for immediate support.

We endeavour as an Academy to respond to all callouts, behavioural or otherwise, within 3 minutes.

The Academy's highest priority is to ensure the safety and well-being of every member of the Academy. Where a situation may be developing, staff on call are encouraged to use de-escalation strategies to avert the need for physical intervention:

- Reassure by showing care, concern and desire to work with them to resolve the issue
- Communicate clearly expectations, directions and consequences
- Withdrawal students giving them a safe, private space they can go to
- Discuss and agree with the student what needs to happen
- Distraction techniques
- Change the adult supporting the student

7.3 Inclusion Room

Students placed in the Inclusion Room (IR) for the day will follow the structure of the Academy day however finishing at 5pm. Students will have break, lunch and regular movement breaks, however, this will be conducted in the Inclusion Room, supervised by members of the Pastoral and Senior Leadership Team.

7.4 Reset Room

The Reset Room is used by students following a C2 removal from a lesson for low level disruption, behaviours more significant than this can result in immediate IR referral (eg swearing at staff). The goal of the room is for students to quickly reset, follow instructions and then return to their next lesson when they have been polite and regulated their emotions.

Students will be required to complete literacy tasks to their full potential while in there to show they can follow instructions and have a positive mindset ready to return to lessons. It is expected that students have a conversation with a member of the pastoral team to discuss the reasons for their isolation and what they have learnt from their reflection time in the Reset Room, before returning to lessons. In addition to the identified Inclusion and Reset Rooms, other school provisions could be used where deemed appropriate.

Time spent in the Reset Room (RR) is dependent both on the incident and the student's response once placed in the RR. Students are encouraged to work their way out and show they have reset their behaviour and are ready to rejoin the academy community. Students demonstrate this by showing the Leigh Learner attributes and following SLANT, SHAPE and STEPS. Failure to demonstrate these behaviours within two periods of an exit will result in an escalation to IR and the student is expected to stay until 5pm. Students who are added to referral for uniform or haircuts, as opposed to behaviours, finish the IR at 3.10pm alongside their peers.

Multiple referrals will result in parental meetings and could also trigger a [School Based Plan](#), if one is not already in place. When students are successful they will be supported back into their timetabled lessons. Further guidance regarding exclusions can be found in our [LAT exclusions Policy](#).

The Academy reserves the right to place students in internal exclusion/inclusion rooms within alternative provisions in the Medway area if it is deemed appropriate or necessary based on the nature of the incident. Isolation at alternative provisions is an alternative to suspension and it is the parents responsibility to ensure their child attends so that they receive their registration mark. Failure to attend the alternative provision would result in an unauthorised absence mark.

7.5 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. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term suspension (or Inclusion room, depending on the nature of the incident). 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 on Academy site or in Academy uniform
- Graffiti or property damage
- Persistent refusal to obey rules
- 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 the Inclusion room 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 member of SLT. 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.

7.6 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](#).

8. Intervention and Behavioural Support Strategies

8.1 Behaviour Reports

Monitoring of behaviour events in Bromcom will identify when students have accumulated set numbers of events from the issuing of C1, C2 and Referrals (see consequences ladder). These will be used to identify the necessary early intervention strategies to support and empower individual students to self manage their own behaviours, a key strategy implemented will be the use of report cards.

Students are responsible for maintaining their report, ensuring they produce it at the beginning of each lesson and collect it at the end. Failure to complete the report will be deemed as unsuccessful and the student will move to the next level of the Student Support Ladder.

Behaviour Events Accumulated per 4 weeks	Consequence
5 Events	- Form Tutor Conversation with Student - College Contact Home - Form Tutor Report
10 Events	- Form Tutor Conversation with Student - Parental Meeting with Form Tutor (phone/digital or in person) - Form Tutor Report
15 Events	- Student Support Manager Conversation with Student - Parental Meeting with SSM (phone/digital or in person) - School Based Plan (see section 13.4) - SSM Report - Academy Intervention
20 Events	- Assistant Principal Conversation with Student - Parental Meeting with AP (phone/digital or in person) - School Based Plan (see section 13.4) - AP Report - Academy and External Intervention if required
Failing with Assistant Principal	- Vice Principal Conversation with Student - Parental Meeting with VP - School Based Plan (see section 13.4) - VP Report - Significant Academy and External Intervention if required

College student services teams will play a key role in tailoring and providing the wrap around packages of support for individuals. At all levels the students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the Academy, as a last resort may be forced to permanently exclude. The Student Support Ladder outlines the steps taken to support a student whose behaviour is consistently not meeting academy expectations.

8.2 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 / In School Review
- 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

8.3 School Based Plans

[School Based Plans](#) are designed to support young people who are at risk of permanent exclusion or young people who are at risk of becoming disaffected through repeated fixed-term exclusions. The Support Plan is a school-based, young person centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the plan that enables close monitoring of the young person within the Academy environment.

In drawing up the plan the school will, in discussion with others:

- Review any learning difficulties and put in place a programme of support where necessary.
- Consider changes to the teaching programme.
- Consider changes of sets or classes.
- Consider with agreement of the student's parents and LA a managed move to another school.
- Consider offering specialist support and therapy.
- Consider a placement for a period of time in Student Support.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

8.4 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 to avoid 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 behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student 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 to stop a fight in the playground

- Restrain a student at risk of harming themselves through physical outbursts

8.5 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.

8.6 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 as an alternative to a long term suspension or permanent exclusion.

9. 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) or for just signing a conduct card. 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 reward and behaviour points with consequences through the MCAS platform whereby they can login and view teacher's 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 had 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 forwards 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.

As outlined in the Parental Agreement, signed upon enrolment we ask that our parents all:

- *Support and model the Academy's high expectations with a no excuses philosophy, prompting your child to take responsibility for their own learning and actions and teaching them to accept the consequences when they fail to do so.*
- *Support the Academy policy regarding detentions and exclusions. Understand that the Academy reserves the right to set detentions on the same day and communicate with the Academy clearly if there is a valid reason a detention needs to be rearranged.*
- *Treat all Academy staff with respect and courtesy, accepting that they are professionals whose judgement should be trusted. Promise to work with the Academy in a gracious manner should you feel there is a concern that you wish to raise and trust the Senior Leadership Team to resolve this with you*

10. 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 they consider harmful or detrimental to the school environment. Students who refuse searching may be refused entry onto the Academy site. For additional advice and guidance, refer to the [Government Guidance](#) and our own [Searching and Screening Procedure](#).

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.

11. 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 Rainham students make better choices and learn the right lessons.