



Leigh Academy
Longfield

Behaviour Policy

September 2025

Review Date: September 2026

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Behaviour Policy

This policy should be considered in conjunction with all other academy and Trust policy documents.

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Introduction to Leigh Academy Longfield's Behaviour Policy

Leigh Academy Longfield is committed to creating a fully inclusive learning community in which excellence is standard and all of its members feel safe, secure, challenged and supported. We have the highest expectations of all our learners, we value them as individuals and we celebrate their success. Our academy motto is "Achieving Beyond Expectations" and this underpins everything that the academy does.

It is vital that there are the highest expectations of all our students to ensure that resources can be focused on achievement and wellbeing. All members of the academy are expected to agree to these expectations and ensure that they meet them.

The Behaviour for Learning Policy determines the clear boundaries of acceptable and unacceptable behaviour, the rewards and sanctions, and how they will be consistently and fairly applied to promote our aim for students: 'Achieving Beyond Expectations'.

1.1 Legislation

This policy has been developed in keeping with the following legislation:

- Education Act 2011.
- Keeping Children Safe in Education 2025.
- Suspension and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2023.
- School Standards and Framework Act 1998.
- Promoting the education of looked-after and previously looked-after children 2018.
- Alternative Provision 2016.
- Behaviour in schools: guidance for headteachers and staff 2024.
- This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).
 - Leigh Academy Longfield is committed to providing an environment where everyone can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place so that no child's progress is negatively impacted by the behaviour of others. The academy is further committed to providing bespoke support and intervention to those whose behaviour needs improving.
 - The academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community now and in the future. Our aim is to provide a learning experience which enables them to function in a democratic society. It is therefore important that the individual has high self-esteem and confidence reflected through a good education, smart academy uniform and working in a quality learning environment.
 - It is the expectation of the academy that the behaviour of our students will be of a very high standard at all times, both inside and outside the academy. We aim to reward positive aspects of student work and behaviour in a climate of mutual respect rather than confrontation between students and staff. Our SEND Policy highlights support mechanisms available for students at Leigh Academy Longfield.

1.2 Aims

Leigh Academy Longfield aims to have excellent behaviour for learning in all lessons. This aim is achieved through our **disruption-free learning** expectations through which all students are given the best opportunity to maximise their true learning potential. Embracing a disruption-free learning environment frees up teachers so that they can teach and allows all students to learn. Disruption can be defined as anything that can interrupt or derail a lesson within the academy community. Our students are also expected to demonstrate outstanding conduct on the academy site, and when travelling to and from the academy and on all academy-based activities.

Overall, the policy will:

- ✓ promote self-discipline and proper regard for authority among students
- ✓ encourage good behaviour and respect for others and prevent all forms of bullying among students
- ✓ ensure students' standard of behaviour is acceptable
- ✓ regulate students' conduct.

1.3 Equality & Reasonable Adjustments

Under the Equality Act of 2010, all colleges must make reasonable adjustments for young people with SEND. This is to prevent them being put at a substantial disadvantage. Leigh Academy Longfield will consider the following reasonable adjustments:

- Individualised & personalised sanctions for students with SEND
- Shorter time spent in Refocus Room for students with SEND
- Alternative venues for detentions and internal exclusions for students with SEND
- Alternative interventions used to supersede the exit room for students with SEND
- Reflection time with a SSM/LSA/SEND leaders

2.0 Core Principles And Values

Our values prepare the **international citizens** of tomorrow. We aim to develop reflective, inquiring young minds who understand the value of success and are not afraid to fail or take calculated risks in order to learn. They will be leaders and team players as well as confident, happy individuals who set themselves challenging life goals.

Our core values are:

- Respect
- Aspiration
- Care
 - *Respect for, and tolerance of others*; their feelings, opinions, cultures, limitations and the right to their individuality.
 - *Respect for themselves*; pride in their own achievement and that of others within the academy, high standards of dress and behaviour and the desire to produce their best work at all times.
 - *Respect for the environment*; their own, the academy and other people's property and the community in which we live.
 - *Respect for the future*; the belief that we can all, as citizens, make a difference by our contribution to the local, national and global community.

3.0 Behaviour Points System

The 'Longfield Behaviour Points' system is a key part of the academy's Behaviour Policy.

Students are rewarded for making the right decisions, but there are also consequences for getting things wrong, which is a true reflection of how society and the world of work operate. Students earn 'positive points' for demonstrating outstanding learning, achievement and character. Students are given 'negative points' for displaying behaviour that detracts from learning or runs against the academy's culture. All behaviour events (positive and negative) hold an equal value of one behaviour point.

The Longfield points system is a simple and transparent way for students, parents/carers and teachers to evaluate how well students are conducting themselves. Parents/carers are able to view both positive and negative behaviour points issued by teaching staff on the MCAS app.

3.1 Promoting Positive Behaviour

The academy recognises that praise and reward are often the most powerful motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. We adopt a proactive approach to praising and rewarding students, which includes both formal and informal opportunities.

We will recognise and reward students for displaying the following behaviours across our academy and within our community:

- Excellent contribution to the academy/local community
- Excellent ambassador to the academy
- For making excellent progress
- Improved attitude to learning
- Improved behaviour
- Outstanding achievement and producing excellent work
- Student leadership
- Working with pride
- Consistency of high standards as judged by staff
- Homework of a very high standard
- Exceptional performance in class
- Consistent effort over time
- Services to the academy outside of school hours
- 100% attendance for each week, half term and year
- Excellent punctuality
- Acts of courtesy, courage, cooperation, contribution, and community.

To ensure we support our students' development, Leigh Academy Longfield follows the recognised and highly acclaimed International Baccalaureate's Middle Years Programme in years 7 to 9. This programme spans across eight subject areas and focuses on developing students into communicative, knowledgeable, and caring risk-takers, who are also principled, reflective, inquisitive, open-minded, and balanced thinkers. These attributes are all also recognised within our reward system to ensure that our students are encouraged to develop these key attributes of the middle years programme and beyond. These 10 attributes are an excellent foundation for our students as they progress into GCSE, post-16 and higher education.

Knowledgeable • Risk-takers • Reflective • Thinkers
Open-minded • Communicators • Inquirers • Balanced • Principled • Caring

** Please see section 11.0 and 11.1 for information about our academy rewards system.*

3.2 Challenging Negative Behaviour

As stated in the introduction to this policy, **‘Leigh Academy Longfield is committed to providing an environment where everyone can feel safe, happy, accepted and integrated’**. To achieve this, the academy will thoroughly investigate and robustly challenge any negative behaviour both inside and outside the academy. Once investigated, the academy will apply the balance of probability (more likely than not) to establish culpability and will then set an appropriate sanction.

Students will be given negative behaviour points when they fail to meet academy expectations. If a student accrues negative points, they will move through the behaviour boundary system. This will trigger increasing levels of intervention and bespoke support to try and break the cycle of negative behaviour.

Please see below for a list of behaviour incidents for which students can be sanctioned for and for which they can receive negative behaviour points. The academy will record all forms of negative behaviour and students for displaying the following behaviours across our academy and within our community:

**Please see Section 12.0 for information about academy sanctions*

- Altercation (physical)
- Altercation (verbal)
- Boisterous behaviour
- Bringing the academy into disrepute
- Bringing banned items onsite
- Bullying
- Classwork (insufficient/poor quality)
- Damage to academy property
- Damage to academy equipment
- Disruption to learning
- Disruption to the smooth running of the academy
- Defiance
- Discriminatory behaviour
- Discriminatory language/terminology/comments towards staff/students
- Drug and alcohol related
- Foul and offensive language (swearing)
- Fighting
- Health and safety breach
- Homework (incomplete)
- Inappropriate comment
- Incorrect uniform
- Lack of equipment
- Missed detention
- Misuse of IT
- Mobile phone (using on site)
- Malicious communication
- Online misconduct
- Physical assault (staff)
- Physical assault (student)
- Physical incident
- Punctuality (late to lesson)
- Punctuality (late to the academy)
- Rudeness (towards staff)
- Rudeness (student)
- Sexual misconduct
- Smoking/vaping
- Theft
- Truancy (internal)
- Truancy (external)
- Verbal abuse (staff)
- Verbal abuse (student)

A range of different sanctions can be applied depending on the severity of the behaviour incident(s). In addition to the issuing of negative behaviour points, students who demonstrate challenging and problematic behaviour will be encouraged to engage in our bespoke behaviour intervention programmes as a supportive provision.

All negative behaviours are recorded on our MIS; Bromcom, and recorded under the the following codes;

LAT BromCom Behaviour Events					
Attendance/ Punctuality	1	Late to lesson	Lesson application	18	Incomplete homework
	2	Truancy from lesson		19	Lack of work
	3	Left lesson without permission		20	Lack of work leading to removal
	4	Late to school		21	Academic honesty
	5	Truancy from school		22	Poor standard of work
Student conduct	6	Defiance	Chromebook/ technology	23	Lack of equipment/kit
	7	Disruption		24	Personal device breach (not CB)
	8	Disruption leading to removal		25	Inappropriate use of CB/off task
	9	Inappropriate language		26	Uncharged CB
	10	Rudeness/disrespect		27	Damage to CB - Malicious
	11	Verbal abuse adult	Dangerous Behaviour	28	Damage to CB - Accidental
	12	Verbal abuse student		29	Lost CB
	13	Discriminatory Abuse		30	Sexual misconduct
	14	Physical assault student		31	Drug and /or alcohol related
	15	Physical assault adult	Other	32	Prohibited Items (incl vaping)
	16	Bullying		33	Risk to safety of others
	17	Uniform infringement		34	Damage to property
				35	Theft
				36	Failed sanction

We aim to create an environment at Leigh Academy Longfield where there is '**Disruption-free Learning**'. All staff and students should remember that disruptive behaviour will not be tolerated at the academy. Sanctions for negative behaviour can range from informal discussions with students in response to minor infractions, through to more formal sanctions for more serious incidents.

Equipment infringements

When a student fails to bring in their correct equipment (such as, chromebook, PE Kit, ruler, pen, ingredients for cooking etc.) for a lesson in any subject they are given a negative behaviour point. If they do this on three separate occasions in any subject area, this will trigger an after-school detention. The student would get an after-school detention on every third occasion: the third, sixth, ninth (etc) occasion that they failed to bring in their correct equipment to any lesson across all subject areas.

Homework infringements

If a student fails to complete or submit their homework on a set deadline, they will be given a negative behaviour point. If they do this on 3 separate occasions this will trigger an after-school detention. The student would get an after-school detention on every third occasion: the third, sixth, ninth (etc) occasion that they failed to complete or submit their homework by the deadline.

3.3 Classroom Behaviour Management System

Disruption-free Learning

The academy does not tolerate any disruption to learning. Students must remember that the academy has very high standards for teaching and learning and that it will not accept any disruption to learning in classrooms and teaching areas. Leigh Academy Longfield's classroom behaviour management strategy should be displayed in every classroom and teaching area within the academy.



Consistent approach

Classroom teachers consistently apply the **Classroom Behaviour Management System** in lessons. This tiered approach to classroom behaviour management provides students with the opportunity to self-correct their behaviour. Appropriate classroom management ensures that the majority of well-behaved students continue to be taught effectively. Teachers must not send students out of lessons to stand unsupervised in the corridor. On rare occasions, a student may need to be asked to step outside the classroom to recompose themselves. No student is allowed outside a classroom for more than five minutes. If they cannot return, on-call should be emailed.

Implementation of the Classroom Behaviour Management System

In lessons, academy staff are expected to deal with low level incidents in the first instance. This includes the following infringements in the first instance:

- Attendance and punctuality
- Uniform infringements
- Lack of equipment
- Poor quality/incomplete classwork/homework
- Monitoring of effort and achievement in lessons
- Low level disruptive behaviour
- Rude or defiant behaviour
- Chewing/eating in class
- Litter/care for the environment
- Any banned items

All teaching staff should try to take responsibility and deal with inappropriate negative behaviour at this initial phase. There are a range of different strategies that can be used by teachers to try and manage disruptive and defiant behaviour. The classroom behaviour management system is there for all teaching staff to use when needed, we want all teachers to feel fully supported but initially teaching staff must try to resolve any (low level) disruptive or defiant behaviour themselves and should try to avoid accelerating through the system too quickly.

Stage 1 – Disruptive or defiant low level behaviour in a lesson

If a student demonstrates behaviour which disrupts teaching and learning in a lesson, it is the expectation that the classroom teacher will take responsibility at the first instance and try to deal with any low level behaviour incident. The classroom teacher must try to strategically manage the situation themselves at the early stages. Classroom teachers are trained by the Senior Leadership Team and shown how to try to de-escalate and defuse any problematic situations at the early stages. Teaching staff are expected to use a range of different strategies to try and de-escalate and defuse any negative behaviour in the first instance.

Stage 2 – Warning

Simply by telling a student that they have got a **‘warning’** doesn’t create a change or an improvement in student behaviour. This also applies when issuing negative behaviour points; classroom teachers need to do this in a way which does not give the student unnecessary attention for poor behaviour.

Teachers are required to inform students who are being disruptive that they have been given their warning about their behaviour. However, they must first use a relevant strategy to try and have a positive impact on the student’s behaviour prior to issuing a warning. The student is given the chance to self-correct their behaviour and get back on task. **Teachers should avoid putting a list of names of poorly behaved students on the board.** High quality intervention, meaningful conversations with a student should be used before the classroom teacher issues a warning to the student.

Teachers are encouraged to **give students clear and consistent reminders of our expectations for behaviour** and make it clear about what is tolerated in their classroom/teaching area. Students at Leigh Academy Longfield know that there will always be a consequence for poor behaviour.

It is recommended that classroom teachers challenge students about any disruptive behaviour. We encourage staff to ask students if they are being **Respectful, Aspirational or Caring** when giving a student the warning. Bringing the academy’s core values in the discussion about a student’s poor behaviour can be an effective strategy to use. When managing any low level disruption, classroom teachers are encouraged to use the term **‘choice’** when challenging a student about their poor behaviour as this puts the onus on the student to choose whether they are going to correct their behaviour or not. By giving students a warning, students are given the opportunity to self-regulate and correct their behaviour so that they can remain in the lesson. If the student **chooses** to continue to cause further disruption to learning, despite being given the chance to correct their behaviour, then the classroom teacher calls for ‘on-call’ and the student is removed from the lesson and taken to the relevant **removal room** in each college for the remainder of the lesson. Positive reinforcement is an effective strategy to use when trying to create an effective culture for learning in the classroom.

Stage 3 – Repeated Disruptive Behaviour

If there is repeated disruptive or defiant behaviour or no improvement in the student’s behaviour following the ‘warning’ being issued, then the classroom teacher is required to call for support using our ‘on-call’ system. If the classroom teacher calls for ‘on-call’, the student(s) will either be given a reset conversation by a member of SLT or Student Services Manager then they will be given a final chance to return to the lesson or they will be removed and taken to an **exit room** where the student will be required to work independently in a different classroom, away from their peers for the remainder of the lesson. The student may be required to remain out of circulation for a longer period if the incident is deemed as a referral and requires further investigation.

If a student(s) is removed from a lesson, the student will be taken to an exit room or to their relevant college area where they will be required to stay for the remainder of that lesson. The student may be required to remain out of circulation for a longer period if the incident is deemed as a referral and requires further investigation.

The student(s) is then issued with an after-school detention (45 minutes). Relevant parents/carers will be notified on the day of the incident which will provide them with 24 hours' notice about their son/daughter's after-school detention, which will be held on the following day.

Stage 4 – Oncall

When attending a request for on-call, a member of SLT or a Student Services Manager (SSM/SSO) will attend the relevant classroom/teaching area and depending on the severity of the incident, they will either have a 'reset' conversation with the student or remove the student(s) from the lesson. This is so that all students know that disruptive and defiant behaviour will not be tolerated. The classroom teacher will endeavour to provide details of the incident in the email that is sent to on-call.

It is expected that the classroom teacher must have done their best to try and manage the situation using the tiered approach of the Longfield Classroom Behaviour Management System and applied relevant strategies prior to requesting support from on-call. The classroom teacher must have issued a warning to the student prior to requesting support from on-call.

When dealing with more serious incidents the classroom teacher is not required to issue a warning to a student(s) prior to requesting support using the on-call system.

3.4 Removing Students From A Lesson

Students do not have permission to leave a classroom, without the consent of that teacher/additional adult, to avoid a discussion about their behaviour. If the student leaves a room without permission this will result in an after-school detention (45 minutes).

If a student does leave a lesson without permission, the teacher must email on-call where a SSM or member of SLT allocated to that period will locate the student. Once the reason for leaving has been established, the member of staff may return the student or keep them isolated for a fixed period, usually the remainder of the lesson. If the SSM or SLT member of staff on-call feels that the reason for leaving is valid, then this will be communicated to the class teacher.

An on-call system will operate and if a student needs to be removed from a lesson then the classroom teacher will email the on-call system. The relevant SSM on duty and/or the SLT member who is on duty will promptly arrive and remove the student. If the classroom teacher does not log the event on Bromcom before 5pm on the day of the incident, then the detention will need to be set for a different day to allow alternative transport arrangements to be made. It is our intention that all requests for an on-call will be attended within five minutes.

Recording the incident on Bromcom - Classroom teacher's responsibility

When a student has been removed from a lesson, it is the responsibility of the classroom teacher to enter the details of the incident onto Bromcom. The classroom teacher should complete a negative behaviour entry on Bromcom about the incident at their earliest convenience after the incident and before 5pm on that day. This is so that the notification about the student's after-school detention is sent to parents on the same day as the incident and therefore provides the parents with sufficient notice about their son's/daughter's after-school detention. The classroom teacher should select the 'removal from a lesson' behaviour event when completing the behaviour entry on Bromcom.

Serious Incidents

When dealing with more serious behaviour incidents in a lesson, a warning is not required, and the classroom teacher should call for support immediately via the academy's on-call system. SLT will remove the relevant student(s) so that an investigation can be carried out and application of appropriate sanction can be issued.

Incidents of unacceptable behaviour that occur outside of a lesson should be reported to on-call/SLT immediately so that an investigation can be carried out and application of appropriate sanction can be issued.

These more serious incidents include:

- Swearing in a lesson
- Mobile phone going off in a lesson
- Using a mobile phone in a lesson
- Bringing an illegal item onto the academy site such as weapons, pornography, drugs or stolen property
- Persistent disruption to a lesson or lessons
- Racist, sexist, homophobic, transphobic language or other discriminatory behaviour
- Theft or vandalism
- Sexualised behaviour
- Sexual harassment/sexual assault
- Truancy
- Fighting
- Physical attack on another student
- Physical attack on a member of staff
- Aggressive and/or intimidating behaviour towards students or staff
- Bullying or harassment of members of the academy community
- Misuse of ICT
- Bringing the academy into disrepute through actions outside the academy
- Damage to academy property
- Serious breaches of health and safety practice

This list is not intended to be exhaustive and where a student behaves in a way that negatively impacts on the academy community, the Principal of academy reserves the right to determine the reasonable and appropriate level of investigation and sanction.

Sanction levels

In applying sanctions, the academy determines the seriousness of the negative behaviour and the impact it has on the academy community.

Examples

Issue of negative behaviour points. Breaches of the academy's classroom expectations, not handing in homework, lack of equipment, uniform infringements, disruption to learning, defiant behaviour, lack of equipment, eating or drinking in a lesson.

After-school detention sanction (45 minute detention) i.e. a verbal altercation, disruptive or defiant behaviour that leads to a removal from a lesson, defiant, rude or disrespectful behaviour.

Principal's detention (75 minute detention on a Friday) i.e. Dangerous behaviour, rude and defiant behaviour towards a member of staff, persistent breaches of academy policies, verbal abuse in a lesson, a physical altercation between two students, failure to attend an after-school detention.

(Internal exclusion) i.e. refusal to hand over a confiscatable item, failure to attend a Principal's detention, swearing in a lesson, racist, sexist, homophobic, transphobic language or other discriminatory behaviour, theft or vandalism, Fighting, or Swearing

(Suspension/ LAT isolation) i.e. bringing a dangerous or illegal item onto the academy site, persistent and defiant misbehaviour, persistent breaches of academy policies, physical assault on a student or a member of staff, damage to academy property/equipment. The following list of behaviours in section 3.5 could result in a transfer to another school or a permanent exclusion.

*LAT isolation is where a student is sent to another academy within Leigh Academies Trust and they are required to work in their isolation room for a set number of days. This would normally be from 9:00am-2:00pm each day as this allows for the additional travel time at the start and end of the day.

3.5 Reasons For a Permanent Exclusion

The following list of behaviours could result in a transfer to another school or a permanent exclusion.

- Persistent and defiant misbehaviour
- Persistent breaches of academy policies
- Distributing, supplying or selling of banned substances on site
- Verbally or physically threatening a member of staff or student
- Physical assault on a member of staff or student
- Using derogatory language towards a member of staff or student e.g. racist, homophobic, sexual
- Misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students
- Being in possession of an offensive weapon (including a pointed/bladed article)
- Persistent bullying, including cyber bullying
- Inappropriate sexual behaviour/touching
- Bringing a dangerous and threatening situation to the academy e.g. coordinating other people to attend the academy or its local area for the purpose of causing confrontation with other members of the academy community
- Extreme behaviour on the way to and from the academy or in the community outside of academy hours which brings the academy into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the academy community
- Making serious false allegations against a member of staff
- Serious damage to academy property including graffiti
- Serious abuse or misuse of the academy's IT systems e.g. distributing pornographic materials, hacking into restricted areas
- Serious breach by sharing of GDPR data of other members of the academy community without permission, including inappropriate images

**Please note that this list is not exhaustive.*

4.0 Behaviour For Learning (*Definition*)

The academy defines acceptable behaviour for learning as that which promotes respect, aspiration and care from all students in terms of their relationships with other students, teachers, staff and visitors or community members both inside and outside the academy.

An understanding of and practice of the MYP Learner Profile is central to this:

- Knowledgeable
- Risk-takers
- Reflective
- Thinkers
- Open-minded
- Communicators
- Inquirers
- Balanced
- Principled
- Caring

Unacceptable behaviour is defined as being any activity which has a negative impact on teaching and learning or behaviour that causes disruption to the smooth running of the academy. The academy does not tolerate any behaviour which negatively affects the wellbeing of any student or that brings the academy into disrepute. The academy has identified examples of unacceptable behaviour such as name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse. In addition, disruption to learning in any form will be unacceptable due to the impact it has on the student's own learning and that of others.

Leigh Academy Longfield Classroom code – S.T.A.R.



Students at Leigh Academy Longfield are expected to fully engage in their learning in all subject areas. The classroom expectation for all students in all lessons is that they are attentive, focused and that they apply maximum effort to all tasks. Students must arrive on time, be wearing full and correct uniform, they should raise their hand if they want to speak, they must not get out of their seat without permission, and should aim to work with pride and to the best of their ability. The Leigh Academy Longfield **STAR** acronym is displayed in all classrooms and teaching areas around the academy and students at Leigh Academy Longfield are expected to demonstrate the following in all lessons:

The Leigh Academy Longfield STAR classroom expectations

- **Sit up straight** – students are required to demonstrate positive body language, sit up in their chairs and fully engage in their learning.
- **Track the speaker** – students need to focus and concentrate in lessons and ensure that they are looking at the teacher. Keeping their 'eyes on the teacher' will help them to do this.
- **Ask questions** – students should be willing to ask and to answer questions throughout the lesson and be prepared to make valuable contributions to the lesson.
- **Respect others** – students at Leigh Academy Longfield must be respectful to staff and to other students. Disruptive behaviour will not be tolerated and students must not be disrespectful to others.

Our values

In all classrooms and teaching areas the Leigh Academy Longfield 'Our Values' poster should be on display. It reinforces the expectation that all students should try to promote and demonstrate our core values in lessons of respectful, aspirational and caring. Classrooms and any other teaching areas should be happy and safe places where students can flourish in their learning.



More information about the vision and values of the academy can be found on our website.

5.0 Rights & Responsibilities

The principles and expectations of appropriate behaviour as defined within this policy apply equally to staff, students and visitors to the academy; each member of our community is entitled to key rights and is expected to fulfil key responsibilities namely:

Rights:

- To enjoy learning in a positive environment
- To be respected
- To be safe
- To be accepted
- To be listened to

Responsibilities:

- To be equipped and prepared for learning
- To maximise learning through regular attendance and excellent punctuality
- To be familiar with and follow all rules of our academy
- To respect and listen to all members of our academy
- To care for all in our academy community

6.0 Roles & Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on the learning ethos of the academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

6.1 The Governing Body

- Defines the principles underlying the academy's behaviour, attendance and punctuality policy
- Ensures that all aspects of the policy promotes equality for all students and addresses individual needs
- Monitors and evaluates the implementation of the policy by receiving reports and data
- Supports the practical strategies of the policy

6.2 The Principal and the Academy's Senior Leadership Team

- Promote positive behaviour, excellent attendance and punctuality
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied
- Ensure that the academy promotes equality for all students and addresses individual needs
- Monitor and analyse data and information of sanctions and rewards to ensure that they are consistent so that both progress and concern can be highlighted effectively
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Student Services Managers and the Attendance Team, providing communication systems with parents/carers and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support these systems

6.3 Form Tutor

- It is important that form tutors take the first line of responsibility for pastoral issues. This includes regular communication with parents/carers when there are concerns regarding a student.
- If the form tutor considers that their efforts to gain support from parents is no longer working or the matter is of a more serious nature then a referral should be made to the Assistant Head of College and/or Student Services Manager, who can then decide on what further action should be taken.

6.4 Student Services Managers and student service officers

- The Student Services Managers (SSM) and student service officers (SSO) should deal with negative behaviours on a day-to-day basis, mainly through the 'on-call system' that operates every lesson. They should also support teachers and form tutors where efforts have been made to gain parental support but have not proved successful.
- Provide support programmes and intervention programmes as appropriate for identified individuals and groups.
- Keep the Assistant Head of College and where applicable, the Head of College, aware of incidents, developments and seek their advice on appropriate action.
- Work in partnership with the Student Support Teams/external agencies on appropriate courses of action for identified students.
- Communicate with parents/carers regarding concerns and provide advice or support for parents/carers/individuals, in liaison with College Leaders/Student Support.
- Monitor individuals or groups to allow for early intervention and review of support provided.
- Evaluate support for individuals through reports to the College Leadership Team.

6.5 Teachers and Learning Support Assistants

- Ensure that the policy is consistently and fairly applied in and out of class;
- Take responsibility for the leading of behaviour management that encourages positive behaviour in their own classrooms/groups;
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded;
- Only use on-call when a student cannot remain in the lesson due to the level of disruption. The use of on-call is monitored.
- Log events both positive and negative on Bromcom
- Model sensible and calm adult behaviour at all times
- As form tutors or subject teachers, they must be proactive in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through our PSHE/Tutor Time programmes and lesson content encourage the development of social, emotional and behavioural skills as well as the IB Learner Profile Traits.
- Provide support programmes for identified individuals and groups.
- Communicate with the curriculum lead, Student Services Manager and College Leadership Team, any concerns about students' behaviour.
- To be receptive to feedback and advice regarding behaviour management and attend relevant continued professional development where required.

6.6 Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models for students in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.
- Communicate with college leadership teams, Student Support and SSMs any concerns about students' behaviour.

6.7 Parents and Carers

- Take responsibility for their child's behaviour, attendance and punctuality.
- Support the academy's core beliefs on positive behaviour management.
- Support the academy in carrying out sanctions and celebrating success.
- Communicate with the academy when concerns arise.

7.0 Support for Students

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The academy will provide – in addition to the regular teaching of positive behaviour, rewards and sanctions – structures designed to ensure early identification of students at risk and their support. The Student Support team and College Leadership teams will:

- Identify students at risk and decide the most suitable course of action for their support. This may include referral to one of the academy's behaviour intervention programmes, or to an outside agency, including the local inclusion forums.
- Act on information and referrals from other staff through the SSMs, Assistant Heads of College or Heads of College.
- Provide mentoring (both academic and personal), and personalised intervention programmes for targeted students who have difficulties with behaviour e.g. anger management, self esteem, emotional vulnerability, emotional resilience workshops etc.
- Liaise with parents/carers and other agencies.
- Advise on appropriate alternative curricula where relevant.
- Advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions.
- Monitor individuals to measure the impact of support and progress.
- At all times the academy will act in line with present Data Protection and GDPR regulations.

7.1 Outside Agencies

The academy will act as part of a wider community of support. Some students will benefit from referral to another agency for:

- Alternative curriculum provision for respite.
- Assessment leading to specific SEN support or a planned programme within the academy.
- Counselling and support with mental health issues.
- Early Help for support with home/family issues.

The support outlined above will be provided within the following context:

- The academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The academy will work within the wider community and communicate with and take advice from other professional bodies. This includes the Local Inclusion Forums.
- All referrals will be mindful of a child's SEND where appropriate and the academy will therefore act in accordance with the policy for SEND.
- The Student Support team will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage.
- All support programmes will contain targets for improvement and regular review. The academy should be in a position to respond in a flexible manner to a child's changing needs, particularly when programmes are not deemed to be successful.

8.0 Support for Staff

Whilst it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the academy will;

- Communicate clearly the way in which behaviour issues are referred and to whom
- Identify the way in which more senior staff will support behaviour issues
- Provide regular training, particularly for staff either new to the academy or the profession, on positive teaching strategies.
- Provide staff with training on issues of racial harassment and other forms of bullying/ prejudice so that they are best able to be responding appropriately. We aim to keep such incidents to a minimum through promoting the IB Learning Traits. Staff are expected to promote these values within their teaching across the key stages.
- Use other professionals and consultants from outside the academy to give advice and training.
- Employ a range of staff within the academy, to support the work of teachers in creating a positive learning environment. The academy recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness. The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:
 - Advice from senior staff on how to apply the sanctions within this policy in a given situation;
 - Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like.
 - Advice on deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEND, etc. and provide, through the pastoral team, the process for further referral when required.
 - Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
 - Opportunities for staff to observe good practice in other lessons or academies.
 - A Staff Development Programme (CPD) that is closely linked to individual performance management targets that may change throughout the academic year.
 - Opportunities in subject/ support for learning meetings to discuss issues and share ideas.

9.0 Support for Parents / Carers

- Expectations of parents/carers involvement in supporting attendance, punctuality and good behaviour should not be taken for granted but made explicit.
- The Behaviour Policy will be made available to parents/carers on the academy website and available to all parents via consultation, parent voice and KS3/4 information events. All reports and communications to parents about progress will also stress behaviour and attendance so that parents are kept up to date (see appendix 1.1 - Attitude to Learning grades).
- College Leadership Teams, SSMS and the Student Support Team will work to support parents, either meeting in school or home where possible or other appropriate venues for those who find it hard to come to the academy.
- We strongly believe that students need to take responsibility for and ownership of their behaviours. We will always take a strategic decision on whether to communicate back to parents/carers or not, depending on the severity of the incident.
- When parents contact the school via email, info@, letter or by leaving a message, we will aim to get back to them within 48 hours where possible. If correspondence is sent over the weekend, there will be no expectation of staff to reply and the 48 hour timeframe will be taken from 8am on Monday.
- Parents/carers will also be contacted via telephone, postcard, letter or in a meeting when praise for achievement or improvement has been made.
- Arrangements will be made to communicate in the home language where this might be necessary.
- The academy has a clear and robust policy regarding abusive or threatening behaviour by visitors to the academy including parents/carers and therefore we reserve the right to take further actions should any of the staff within the academy experience that form of behaviour.
- Parents/carers are expected to use the My Child at school app as an integral part of communication about their son/daughter's behaviour.

10.0 Behaviour Data

Rewards and sanctions will be monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEND
- Age
- Pupil Premium/FSM

Behaviour data will be monitored by:

- Comparing modular statistics and annual totals for rewards, sanctions and attendance.
- Comparing group attendance data over time and looking for patterns
- Weekly monitoring of Behaviour (SSMs) and Attendance (Attendance Team) looking for patterns.
- Monitoring individual's rewards and sanctions to identify progress or cause for concern, taking appropriate action where necessary.
- Observation of lessons/tutor time/break time.
- All data that is collected will be stored and shared in line with data protection and GDPR guidelines.

11.0 Rewards System at Leigh Academy Longfield

We promote a range of opportunities in which students can be rewarded for outstanding work and exemplary behaviour. We recognise that rewards alone should not be the primary motivator to do his/her best but because they want to achieve beyond expectations.

The academy recognises that praise and reward are always the most powerful of motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. We adopt a tiered approach to praising and rewarding students, which includes both formal and informal opportunities. The formal system involves collecting positive points that lead to various tangible rewards. We will reward students for displaying the following behaviours across our academy and within our community. As students accrue more positive points, they pass through various reward levels and have their achievements recognised through letters home, certificates and other rewards.

12.0 Sanctions & Restorative Practices

We endeavour to create a climate of positivity, rewarding students for their efforts beyond that expected by all. However, on occasions, students' behaviours do fail to meet the high expectations and standards of the academy and therefore a sanction is warranted.

It must be added that staff at the academy will always try to issue the appropriate sanction based on the severity of the incident. Professional judgement will be used to apply the most appropriate sanction. If there is any uncertainty, teachers should seek advice from their line Manager and/or the SSM for that college, or the Vice Principal responsible for behaviour, welfare and standards.

12.1 Sanctions at Leigh Academy Longfield

Detentions

The academy operates a centralised detention system. Detentions are either 45 or 75 minutes long depending on the severity of the incident. Relevant Parents/Carers will be notified about the detention by a text message or via a notification through the MCAS app. Unless we hear otherwise, we will assume that travel arrangements will have been made. The academy would only reschedule an after-school detention in exceptional circumstances such as a family emergency, or a medical appointment that could not be rescheduled. Parents/carers would need to contact their relevant Head of College should there be a request to reschedule an after-school detention.

- **After-school detentions.** After-school detentions are held every day except on Wednesdays. Detentions run from 3.15-4.00pm in a centralised location and staffed by the Senior Leadership Team and Pastoral Team.
- **Principal's detentions.** Principal's detentions are held every Friday from 3.15-4:30pm and staffed by the Principal and/or the Vice Principal.

Internal exclusion

Internal exclusion is a process within the academy and used as an *alternative* to a suspension when a suspension is not seen as appropriate or effective. It is a formal process and will be considered for serious incidents and for persistent and defiant misbehaviour as identified on Leigh Academy Longfield Behaviour Policy.

Leigh Academies Trust Isolation (LAT isolation)

Leigh Academies Trust Isolation (LAT isolation) is where a student is sent to another academy within Leigh Academies Trust and they are required to work in their isolation room for a set number of days. This would normally be from 9:00am-2:00pm each day as this allows for the additional travel time at the start and end of the day.

Suspensions (Fixed term period)

The Principal of the academy has the power to suspend a student from the academy in accordance with guidance from DFE's [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Direction off site / Alternative Provision

If a student is unable to improve their conduct following previous fixed term suspensions the academy may arrange for a direction off site to another local academy. This is an intervention that will give the student a fresh start in a different school, allowing that student to be successful in a new environment. If successful, students are placed on roll at the other academy. This move is monitored closely and is usually reviewed after 4, 8 and 12 weeks. If a direction off site fails the student will return to Leigh Academy Longfield. At this point a decision will be made to see if it is appropriate to refer the student to Alternative Provision Service (Estuary Academy North) for a period of respite (approximately 12 weeks - KS3 students). If these are not appropriate or successful the student may be at risk of Permanent Exclusion.

12.2 Academy Sanctions Procedures

- Parental consent is not required for detentions. This is in line with DFE guidance detailed in the “Behaviour in schools: guidance for headteachers and staff, 2024” However, as a courtesy, parents will be informed by staff via text message/notification on the My Child at School App of any after school detention. [My Child at School app](#)
- Unless we hear otherwise, we will assume that the message has been received and alternative travel arrangements have been made. It is the parent/carer’s responsibility to ensure that the academy has correct contact details on the system.
- Parents/Carers will receive a text message/notification on the My Child at School App to inform them about their son/daughter’s detention at 5.00pm on the day that the detention is issued. The student will be required to sit their detention on the following day. This is so that parents/carers are informed and have prior notice about their son/daughter’s detention on the day before the after-school detention is sat. This allows parents/carers to make suitable arrangements for their child to be collected.
- All detentions are recorded by staff and analysed weekly by the Vice Principal responsible for behaviour, welfare and standards.
- Failure to attend a 45 minute after-school detention will result in a 75 minute Principal’s detention.
- Failure to attend a 75 minute Principal’s detention = 1 day internal exclusion
- Failure to complete a 1 day internal exclusion can result in a fixed term suspension or a LAT isolation or the student could be internally excluded for a longer period of time.

12.3 Investigations Into Incidents

- Where an incident involving a student or students occurs, the student(s) involved will be isolated and when deemed appropriate will be asked to complete a statement where they will have the opportunity to write down the exact nature of the event and identify people who were involved or witnessed the event. This will allow the lead investigator to gather the evidence to draw a valid and justified conclusion. This is then discussed with the relevant Assistant Head of College and/or Head of College. Appropriate sanctions will be verified by another member of the Senior Leadership Team to ensure that decisions are fair and appropriate.

12.4 Witness Statements

- If it is believed that a student witnessed an incident, members of staff may ask that student to write a witness statement to help the primary lead on the incident gather a rounded picture of the event and reach a justifiable conclusion. This may be cross-referenced with another member of staff to check that the conclusions drawn are fair, considering the facts and evidence seen and/or heard.
- A student has the right not to write a statement, but it helps the academy to find a resolution to the issue. Refusal will be marked on the statement sheet with the student’s details completed by the member of staff who takes the lead on the issue.

12.5 Students with A Valid Time Out Card

- Students will not automatically be reissued with a Time Out card.
- Time Out cards will only be issued for those students who have external professional involvement, evidenced medical need or require support with their emotional wellbeing.
- If a student with a valid time out card needs time out of a classroom they can still have a few minutes outside the room to compose themselves.
- If the Student Services Manager and/or member of SLT determines that they then need additional support this will be put through the SENCo who will arrange for an agreed place to be available.
- Any supportive measure put in place is subject to review and may be withdrawn if deemed necessary.
- Misuse of any supportive measure put in place may lead to its withdrawal, and sanctions imposed.

12.6 Behaviour Report

Student Services Managers and the Senior Leadership Team have the autonomy to put a student onto a behaviour report card when deemed appropriate. Report card can be used for different purposes:

- To monitor a student's conduct over a set period of time.
- To identify hotspots where a student struggles with displaying the correct behaviours.
- To identify lessons/days where the student performs well, beyond that normally expected of all students.

13.0 Internal Exclusion Room (Refocus Room)

When a student is internally excluded they are placed in the Refocus Room. The Refocus Room is located away from the main student population.

Internal exclusion When a student is internally excluded they are required to attend the academy from 8.30am to 4.00pm (Wednesdays 8.30am-3.00pm). They will work in the Internal Exclusion Room and be isolated from the rest of the academy for the duration of the exclusion.

13.1 Rationale of the Refocus Room

An Internal exclusion is a process within the academy and used as an alternative to suspension when suspension is not seen as appropriate or effective. It is a formal process and will be considered for serious incidents and for persistent and defiant misbehaviour as identified on Leigh Academy Longfield Behaviour for learning policy. It will be tracked and recorded as part of our behaviour record keeping process and can be used when discussing issues with parents and/or as part of a behaviour support intervention.

Isolating a student within the college, teacher detentions and after school detentions are still methods by which expectations can be reinforced and consequences given by the class teacher/college.

The Internal Exclusion Room should not be used for:

- A place for students to catch up on work
- Students to be sent without using the referral mechanism
- Long term respite care

The Refocus Room will be open every day of the week to enable us to use this sanction when it is needed.

The basis of any decision on applying a sanction at Longfield is on the premise that the sanction is the MOST APPROPRIATE for that student to understand the seriousness of the behaviour and reflection on why this behaviour should not be repeated.

- The Refocus Room has a capacity for 8 students. If the number of referrals exceeds the number of spaces, then the student should be isolated with the relevant Head of College or Principal, or, if deemed appropriate, postponed to the earliest available day.
- A Student Reflection Sheet MUST be completed by all students who spend time in the Refocus Room.
- If there is only one student in the Refocus Room, the student will be isolated amongst HOCs or the Principal for the duration of the day. This is primarily for safeguarding purposes. The Refocus Room Manager will be responsible for organising the student's day.

13.2 Expectations of Students

- Students should understand that they will be required to complete work set whilst in the Refocus Room and this will be reflective of their year group, timetable and exam courses. This should, where at all possible, match the work that is being covered in timetabled lessons for that day. The work is expected to be entered on each student's google classroom and other work is accessible via online learning platforms such as; Sparx Maths, Sparx reader, Sparx Science. A copy of all the google classroom codes is available within the IER for staff to check.
- Students will also have some time to reflect on the reasons for the internal exclusion.
- Chromebooks are available to be used, but students should not be using the Chromebook alone to be completing work.
- Mobile phones must be handed in to the Refocus Room Manager at the start of the day.

13.3 Refocus Room Breaks & Lunches

- During P2, The Refocus Room Manager or member of SLT will take the student(s) for a toilet break and to buy food from the Helix. During this time there will be an opportunity to discuss the reasons for being in the Refocus Room and how it can be avoided in the future.

- At 11:55am, the Refocus Room Manager or a member of the Senior Leadership Team will take the students to the Helix for lunch. All students will go regardless of whether they wish to purchase food or not.
- For the remainder of the lunch time the students will be in the Refocus Room and supervised by the Refocus Room Manager
- Students in the Refocus Room will depart the school at 4.00pm (3.00pm on Wednesdays).

DURING THESE TIMES, THE STUDENTS SHOULD NOT BE COMMUNICATING WITH EACH OTHER OR ANY OTHER PEERS.

13.4 Teaching Staff

When staff are made aware of a student being in the Refocus Room, it is vital that work is provided for them. This should be emailed to the Refocus Room Manager or uploaded on to the student's google classroom , clearly identifying the student for whom the work is intended. Teaching staff **MUST** avoid setting "general" work, and try to mirror the intended lesson for the day where possible. Where this is not possible, alternative but appropriate work may be set.

13.5 Supervising Staff

The Refocus Room Manager and Senior Leaders (where possible) are scheduled to be supervising in the Refocus Room. Should there be staff absence, this should be covered by the relevant College Leadership Team.

Supervising staff must check up regularly on what work is being completed and ensure students remain on task at all times. Where student conduct is not acceptable they will be warned by the Refocus Room Manager about their behaviour. If this continues a member of SLT will be called to provide a final warning. If this has no impact then the student will either be suspended from school, issued with a LAT isolation or given another opportunity to complete the sanction.

Staff must check that all pieces of written work are completed fully and that the student's name, teacher and the subject is written clearly on each piece of paper. This will ensure that work gets back to the relevant member of staff. If the work is completed online it should be submitted to the member of staff via the relevant google classroom.

Staff must ensure that work stations are tidy at the end of their period.

It is imperative that at the end of the day, the workstations are tidy, rubbish is in the bin and the Student Reflection Sheet is handed into the Refocus Room Manager.

The Refocus Room Manager and/or Ms Sandford will collect the student's work and return this to the relevant teachers. A copy should be put on the student's file and another sent to the relevant College Leadership Teams.

If a student completes the set work set in a given slot:

- a) Key Stage 3 students, complete relevant literacy or numeracy activities. Reading from their allocated book will be the default setting until the other activities are arranged.
- b) Key Stage 4 students use the revision guides/ textbooks available and the plain paper to spend time producing revision materials/ testing themselves using mind maps or using revision techniques. Displays in the room will be based on MYP language and revision techniques and motivational quotes.

14.0 Suspensions & Permanent Exclusions

Leigh Academy Longfield follows the [Leigh Academies Trust Exclusion Policy](#) and in accordance with DFE's guidance provided in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2022 [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#).

Should a student exceed 15 days of suspensions within two modules, a Governor's hearing will be held.

14.1 Reintegration Meetings

Following a suspension the student and their parents/carers will be asked to attend a reintegration meeting prior to the student returning to normal lessons. This meeting will normally be facilitated by either the Assistant Head of College, Head of College or the Principal. In regards to post-16 exclusions, the Head for Post-16 will normally facilitate these meetings. At the meeting the following will normally be discussed:

- Reasons for the suspension
- Student and parents'/carers' viewpoints
- Targets for the student to aim towards to help them reintegrate. This forms part of the Pastoral Support Programme (PSP) following a suspension.
- Student and parents/carers will be asked to sign a 'behaviour contract'
- If applicable, we may agree that additional support internally and/or externally may be needed to support the student moving forward.

15.0 Prohibited Items

The following items are not permitted in the school building:

- Energy drinks
- Cigarettes, tobacco, cigarette papers, lighters and matches
- Vapes and Vaping equipment (see separate policy below for the academy's policy on vaping)
- Alcohol, illegal drugs and other dangerous substances
- Chewing gum
- Fireworks/'fun snaps' or alike
- Pornographic material
- Stolen items
- Dangerous and offensive weapons (including knives or bladed articles)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any material that may cause offence

A separate policy exists which covers **Vaping & E-cigarettes** in greater detail.

[This policy is available from the policies section of our website.](#)

This policy forms part of the Academy Behaviour Policy and may be referenced within this document.

15.1 Confiscation of Prohibited Items

Staff are allowed by law to confiscate, retain or dispose of a student's property as long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated item providing they have acted lawfully.

- Weapons, knives, banned substances, vapes, vaping equipment, contraband and extreme or child pornography must be handed to the police, otherwise it is for the academy to decide if or when to return a confiscated item.

16.0 Management of Drug-Related Incidents

16.1 Defining a Drug-Related Incident

Drug-related incidents include any or all of the following:

- drugs or drugs paraphernalia found on academy premises.
- students in possession of illegal or unauthorised drugs.
- students supplying unauthorised or illegal drugs.
- students under the influence of drugs, or exhibiting signs of intoxication or illness;
- disclosure of drug use.
- information which suggests that a student(s) are involved in substance misuse.
- illegitimate sale/supply of drugs in the academy vicinity.

If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or taking), the academy will follow the protocols outlined in 'When to call police, Guidance for schools and colleges National Police Chief's council (NPCC) , a copy can be found [here](#).

- Priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- The Principal, Vice Principal or the DSL will be informed of the situation immediately.

16.2 Responses to Drug Related Incidents

- Where drugs have been brought on to site, the most likely response will be either a permanent exclusion or a transfer to another school. In accordance with local schools agreement, the student will be transferred on a temporary basis to another school. Should this be successful, the move will be made permanent. However, if the move is not successful, a permanent exclusion will be instigated.
- Permanent exclusion
- Police involvement
- Targeted intervention
- Referral to CAMHS
- Counselling

16.3 Responses & Sanctions Considerations:

- The seriousness of the incident
- The short and long term welfare of the student(s) concerned
- The short and long term welfare of other students
- Guidance in DfE and ACPO drug advice for Schools (DfE-00001-2012) consistency with published academy rules, codes and expectations
- Consistency with disciplinary action for other drug-related incidents
- Consistency with disciplinary action for other misdemeanours.

17.0 Searching Students

- The following rights are defined in the Education Act 2011. Academy staff can search students with their consent for any item.
- The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items are listed under section 14.0.

Searches will be completed by two members of staff with a full written record made.

A statement will be sought from the student to ensure their version of the event is recorded.

18.0 Use of Reasonable Force

- The academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.
- The academy uses the definition of reasonable force as being ‘no more than is necessary in the circumstances’. The academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.
- All members of staff at the academy have the power to use reasonable force. The academy staff may use reasonable force to:
 - Prevent pupils committing an offence:
 - Injuring themselves or others.
 - Damaging property.
 - Maintain good order and discipline in the classroom.

19.0 Mobile Phones/Earphones/Smart Watches & Other Electronic Devices

The academy has a clear policy on mobile phones, airpods and other similar electronic devices. They must not be seen or heard in the academy and any member of academy staff has the right to confiscate the device if they are seen or heard. We enforce this policy in line with government expectations of UK schools, but also to create a safe culture of disruption-free learning.

A separate policy exists which covers **Mobile Phones & Earphones** in greater detail.

[This policy is available from the policies section of our website.](#)

This policy forms part of the Academy Behaviour Policy and may be referenced within this document.

20.0 Deliberate / Malicious Damage to Chromebooks

The Leigh Academy Longfield 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 Chromebook Loan Agreement and the Acceptable Use Agreements. Failure to abide by these agreements will result in an appropriate sanction in line with the academy's Behaviour policy. Any deliberate or malicious damage to a chromebook or chromebooks will not be tolerated by the academy and will result in a very serious sanction for the student.

The sanction could be any of the below being issued depending on the severity of the damage cause;

- An internal exclusion
- An isolation at another academy within Leigh Academies Trust.
- A fixed term suspension

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

21.0 Power To Sanction Beyond The School Gate

The academy is empowered through legislation to sanction criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school site which is witnessed by academy staff or reported to the academy. The academy will work with the police and, where possible, parents on reported incidents.

Should any Leigh Academy Longfield students bring the academy into disrepute by being directly involved in anti-social behaviour, such as fighting, bullying, vaping, shoplifting they will be sanctioned with a suspension, and in more serious or persistent cases directed off site.

22.0 Anti-Bullying

The academy views bullying of any kind as a serious matter.

Leigh Academy Longfield believes that everybody in our community should be safe, treated with respect, fairly and equally by all other members of our community. By this we mean:

- Feeling safe, welcome and not a victim of bullying.
- Having respect for each other.

Bullying is the use of aggression with the intention of hurting another person and results in pain and/or distress to the victim.

- By bullying we mean any deliberate action that makes a person feel bad about him/herself. This involves verbal and physical abuse
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Unpleasant comments about people's disabilities
- Persistent teasing
- Threatening
- Using online technology to be unkind towards someone else

The academy condemns all forms of bullying and seeks, with the help of students, staff, governors and parents, in defeating it wherever it arises. More details can be found in the academy's Anti-Bullying Policy.

A separate policy exists which covers **Anti-Bullying** in greater detail.

[This policy is available from the policies section of our website.](#)

This policy forms part of the Academy Behaviour Policy and may be referenced within this document.

Appendix

Appendix 1: Behaviour support boundaries 2025-26

Negative points are given to students by staff when they fail to meet our academy expectations. If a student accumulates a certain number of Longfield behaviour points, it is recommended that they will progress through various stages of intervention, monitoring and support. However, some individual circumstances may prevail. Upon entering a new behaviour boundary, students will receive the following support:

Behaviour Report Cards: the academy recognises that it is not a one-size-fits-all approach with monitoring student behaviour and attitudes to learning. Some students respond really well to being placed on report, whereas some students are demotivated by this strategy and require a different method of monitoring. The member of staff administering the report can agree personalised targets when using the behaviour report card. However, targets should be realistic and achievable so that the student can use this strategy to show some progress. The behaviour report card should be an opportunity for the student to show that they can achieve success when they apply themselves correctly in lessons over a sustained period.

When students accumulate a number of negative behaviour points they will receive an offer of a bespoke support and personalised intervention programmes through the academy's pastoral system and through external agencies which can be used to improve attitudes to learning, positive behaviour, social and emotional resilience.

The behaviour boundaries system below should be used as a guide to track and monitor behaviour and attitudes to learning. There should be some flexibility applied to this system. Not all students will respond well to being placed on report.

The list of different bespoke behaviour intervention programmes and supportive provisions are listed below.

1. PL Inspires (Charlton Athletic)
2. Strengthening minds Positive behaviour
3. Strengthening minds- emotional resilience
4. Life coaching
5. In-house counselling
6. Fishing intervention
7. ELSA
8. Social skills
9. Pastoral 1:2:1
10. Longfield behaviour improvement programme
11. Longfield - Caring intervention (Mindfulness)
12. Longfield - Risk takers intervention (Growth mindset)
13. Longfield - Balanced -wellbeing programme
14. Mental Health support team
15. Kent Minds

Behaviour boundary	Negative behaviour Points	Examples of additional support & Intervention which may be considered by the academy
1	25	<ul style="list-style-type: none"> • White Tutor Behaviour Report Card to Form Tutor • Weekly Phone call home from the form tutor- logged on Bromcom by the tutor • If no improvement, form tutor to invite parent/carer • Referral to a suitable behaviour intervention programme.
2	50	<ul style="list-style-type: none"> • Yellow Behaviour Report Card to Student Services Manager (SSM) / Student Support Officer (SSO) • Parental meeting with form tutor and SSM • Referral to a suitable behaviour intervention programme • Strength & difficulties questionnaire
3	75	<ul style="list-style-type: none"> • Orange report to Assistant Head of Year (HoY) • Parental meeting with AHoC/SSM • Review of any SEND needs (which may include assessment of cognition and or language, and review of already identified SEN/Medical/Social and Emotional • ACE Scores survey • Referral to a suitable behaviour intervention programme • Life coach/counselling referral • Strength & difficulties questionnaire • Alternative provision/managed move discussed
4	100	<ul style="list-style-type: none"> • Red report to Head of College (HoC) • Parental meeting with HoC and AHOC • Alternative Provision/Direction off site discussed • Student discussed at SLT meeting • EP assessment/ CAMHS referral if appropriate (SENDCo & DSL) • Life coaching/counselling referral to Behaviour Lead • If appropriate, early help referral via SSM • Referral to local authority
5	125	<ul style="list-style-type: none"> • Parental meeting with Vice Principal • Student discussed at SLT meeting • Alternative provision considered • Managed move considered • Case discussed at Inclusion forum • Reduced timetable considered • Meeting with the Principal • Possible permanent exclusion