Leigh Academy
BEXLEY

Behaviour Management Policy

September 2026
Review Date: September 2027

Mission, Vision, Values and Ethos

Our Vision Statement:

At Leigh Academy Bexley, we believe in providing our young people with an extraordinary education; one that unlocks curiosity, ignites ambition and forges a social conscience, enabling our students to have an impact on the world around them. We are proud to be a truly comprehensive academy; an academy where all students are valued, supported and inspired. For students to thrive, we need to ensure that every student and staff member is invested in our community, that everyone is included and respected. As such we place inclusivity at the heart of our decision-making.

Our desire to create an extraordinary academy is built from our core values – Politeness, Kindness, Respect, Courage, Resilience and Ambition. We believe that if our students and staff demonstrate these values, they will be truly extraordinary individuals with the wisdom to make the right choices.

Our Mission:

"Having the wisdom to make the right choices"

Our Values and Ethos:

At Leigh Academy Bexley, our values are the cornerstone of everything we do.

Politeness

Behaviour that is respectful and considerate of other people

Respect

Due regard for the feelings, wishes, or rights of others

Kindness

The quality of being friendly, generous, and considerate

Courage

The ability to do something that frightens one; bravery

Ambition

A strong desire to do or achieve something. Desire and determination to achieve success

Resilience

The capacity to recover quickly from difficulties; toughness

Policy Review Dates		
Date	**Description**	
24/08/2022	Full policy review including references to Bromcom, vapes and e-cigarettes, child on child abuse, false eyelashes. Update to searching pupils.	August 2022
25/05/2023	Leigh Academy Bexley rebrand	June 2023
12/09/2023	Update to job roles in line with the College model	September 2023
22/11/2024	Updates to truancy, LOPT, lateness, off-site direction and managed moves to reflect operational changes from September 2024. Pastoral Centre renamed Tatton/Dunham throughout.	November 2024
22/01/2025	Vice Principal/Assistant Principal changed to Head of College/Deputy Head of College on Attitudes to Learning Ladder. Uniform information regarding headwear confirmed.	January 2025
31/08/2025	Includes student code of conduct, conduct cards, Home-Academy Agreement, Chromebook misuse, updates to systems around punctuality and amendments to the attitudes to learning ladder. Removed references to Heads of Year.	September 2025
12/02/2026	Minor amendment: uniform expectations and standards.	February 2026
29/04/2026	Tatton/Dunham replaced with Tatton/Dunham (internal suspension) throughout	April 2026
06/05/2026	Minor amendments to mobile phone expectations in line with latest DfE guidance 2026.	May 2026
03/09/2026	Updates in line with DfE guidance regarding mobile phones, suspensions and off-site direction. Minor amendments to student expectations regarding conduct cards, jewellery/piercings in PE lessons and nails.	September 2026

BEHAVIOUR MANAGEMENT POLICY- DISCIPLINE SUPPORT STRUCTURES
(All behaviour incidents must be logged on Bromcom)

"Having the wisdom to make the right choices"

Leigh Academy Bexley is a place of opportunity where politeness, kindness, respect, courage, resilience and ambition matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve. We are proud, articulate, confident, independent learners equipped to take our place in wider society.

Restorative approaches reflect our values and should always be used to resolve conflict where appropriate.

Objectives

- **To provide guidance for staff, students, parents, carers, governors and other stakeholders on how we enable our students to be safe at all times, ready for learning and respectful of all members of our academy community**
- **To ensure that everyone follows our Respect Code**
- **To provide a safe, stimulating and orderly learning environment where staff can deliver highly effective teaching**
- **To enable all our students to make progress in learning**
- **To promote positive behaviour through rewards**
- **To promote positive behaviour in the local community**

At our academy we wish to provide a caring, safe, supportive and positively challenging learning environment. All students and adults at the academy are to be valued. This policy should be read in conjunction with other policies including: Suspensions and Permanent Exclusion Policy; Child Protection Policy; Attendance Policy; Pastoral Support Programmes; Rewards information (contained in Staff Handbook); Teaching and Learning Policies; Acceptable Use of Technology Policies.

Student expectations

The Student Code of Conduct outlines expectations of students as both learners in the classroom and as community members outside of lessons. Students agree to the following expectations within the 'Home-Academy Agreement'.

- Embody the IB Learner Profile characteristics.
- Embody the values of the academy;
    - Politeness - *behaviour that is respectful and considerate of other people.*
    - Respect - *Due regard for the feelings, wishes, or rights of others.*
    - Kindness - *The quality of being friendly, generous, and considerate.*
    - Courage - *The ability to do something that frightens one; bravery.*
    - Ambition - *A strong desire to do or achieve something. Desire and determination to achieve success.*
    - Resilience - *The capacity to recover quickly from difficulties; toughness.*

- Treat all members of the academy community with understanding and respect.
- Show respect for the academy environment and property.
- Attend and be punctual to all lessons.

- Always take the most direct route to lessons/Tutor Time.
- Remain on-site during academy hours.
- Try my best and meet all course requirements, including independent learning tasks.
- Wear the full and correct academy uniform every day as outlined in the Behaviour Policy.
- Bring the correct equipment as outlined in the Behaviour Policy.
- Adhere to academy expectations and behave responsibly at all times, including to and from the academy.
- Represent the academy positively at all times, including during holidays.
- Keep my mobile phone in my school bag and switch it off on-site.
- Adhere to any intervention(s) if and when required.
- Not bring in any prohibited or inappropriate items (e.g. aerosol cans, chewing gum, make-up or nail varnish, water pistols) into the academy.
- Not bring in any tobacco, including vapes, alcohol, illegal drugs or weapons into the academy.
- Not maliciously interfere with academy equipment, including computers or fire safety equipment.
- Not misuse ICT devices, systems or services.
- Behave responsibly online, including the use of learning platforms/social media, and not bring the academy into disrepute by misusing these platforms.

Leigh Academy Bexley Conduct Card

Students are issued with a Student Conduct Card at the start of the module 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 LOPT. 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 ensures students are establishing excellence and maintain the academy high expectations and standards at all times throughout the academy day. Negative signatures are provided for:

1. Minor Uniform Issue (e.g. rolled skirt/untucked shirts/tie off/jewellery)
2. Moving unsafely around the site (running/pushing)
3. Inappropriate language/swearing
4. Lack of equipment (stationery/Chromebook/PE kit)
5. Littering
6. Consuming food/drink outside designated areas
7. Consuming Banned Item (e.g. gum, fizzy drink)
8. Being impolite/poor manners
9. Drawing on self/others
10. Being out of bounds

Students will aim to keep their first-issue conduct card clear for as long as possible. Each week that a student receives no signatures, they will be recognised with 3 achievement points. Where students receive signatures, consequences will increase at each stage: 3 signatures will result in a 30-minute College LOPT, 6 signatures will result in a 60-minute College LOPT and a phone call home, 9 signatures will result in a 90-minute College ALT LOPT and a Positive Report, and 12 signatures will result in a Tatton/Dunham placement and a meeting with parents. Once a card is completed, it will be scanned and uploaded to the student's Bromcom file and a new card issued with the issue number updated. Conduct cards will reset automatically at the start of each module. The conduct card is designed to address low-level infringements; more serious behaviour will be dealt with in line with the Academy's Behaviour Policy.

Home-Academy Agreement

All students and parents/carers sign the Home-Academy agreement in which they agreed to comply with all the academy expectations including full uniform. The agreement also outlines the expectations the academy places on itself to give students our full support, within a safe and thriving environment where they can develop into well rounded individuals.

The Respect Code summarises the expectations at our academy:



This visual should be displayed in every classroom and learning space.

The adults in the academy can support the students by:

- The quality of our relationships with each other and them
- Modelling the behaviour we want to see at all times
- The quality of our provision and meeting the needs of all of our students
- A well informed understanding of the needs of all students
- The scaffolding we put in place, including the use of routines, rewards, clear expectations, fair and predictable responses to both negative and positive behaviour
- Planning for behaviour
- Working in close partnership with parents and carers
- Investing time to allow our students to make mistakes and learn from them

In order to ensure routines to support students' attitude to learning and positive behaviour, all adults must use the Four to Exit and Four to Enter every lesson:



This visual should be displayed in every classroom and learning space.

Four to Enter

- Be ready to meet and greet your students at the door
- Support movement and conduct of other students in the corridor near your room
- Meet and greet your students at the door as they arrive – start your interaction with students positively, smile and model the behaviour you want to see, check uniform
- Ensure all mobile phones are away, securely in bags.
- Have a seating plan in place, ensure students know where they should be seated. Wherever possible pre warn students of any changes, to give them time to adjust
- Students should have equipment out on the table as soon as they are seated. Support students to embed this expectation through your reminders and encouragement. Students need your support to embed this expectation.
- The five for five should be on the board and ready to go as soon as students have done the above. This is to engage them in your lesson and get them ready for learning.

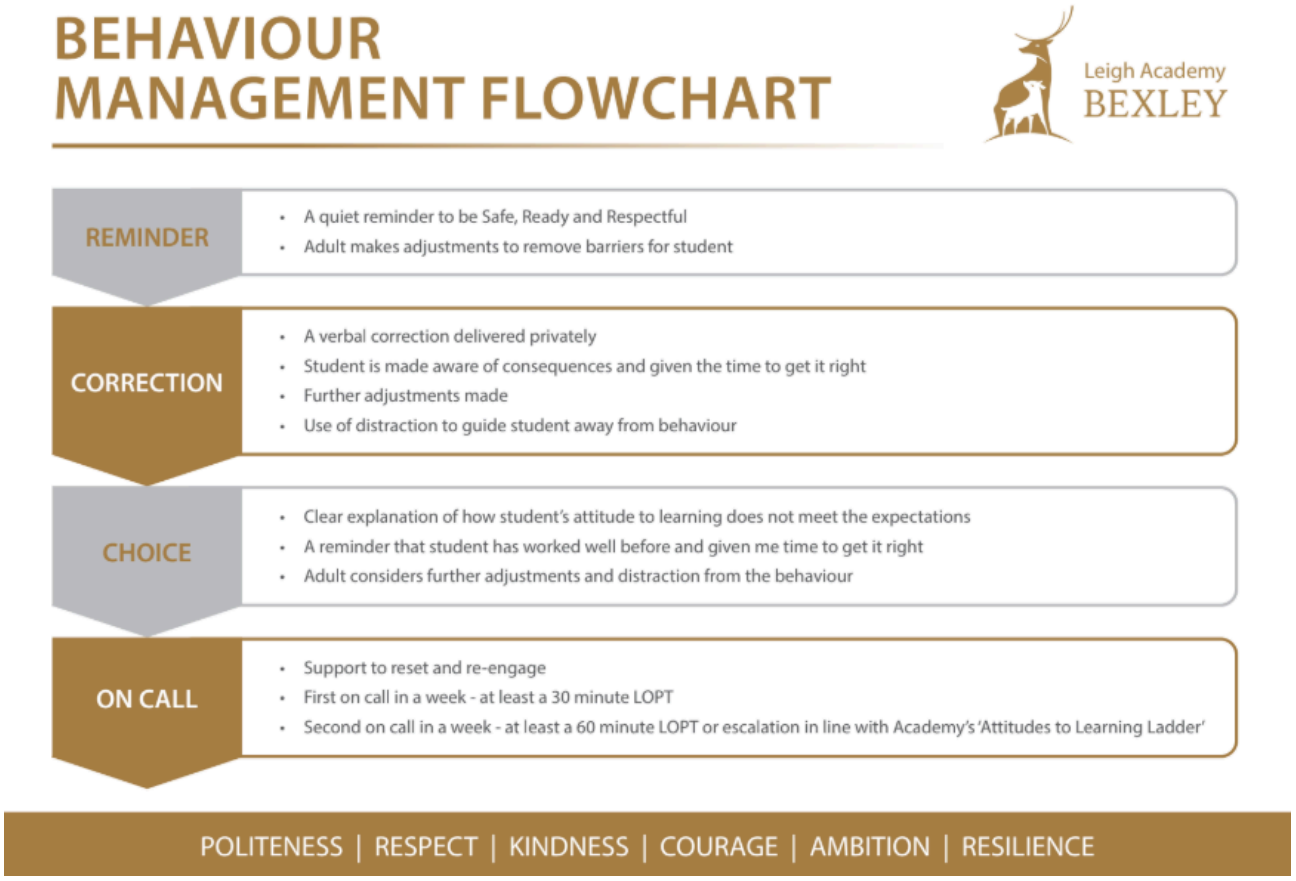
Four to Exit

- Give students time to pack away calmly at the end of the lesson
- Students to stand behind their chairs before they are dismissed – staff should ensure students are calm before they enter the corridor to move to break, lunch or their next lesson
- This gives you the opportunity to check that the learning environment is clean and ready for the next class
- Check uniform before dismissing students – establishing this as a routine will support your colleagues
- Ensure all mobile phones remain securely in bags.

- Dismiss the students in an orderly manner – by row or table works well and supports good conduct in the corridors

Dealing with Unacceptable behaviour

The first line of discipline will always be the classroom teacher. A well prepared, paced and pitched lesson will engage students and minimise the possibility of unacceptable behaviour likely to cause difficulties. Rewarding positive behaviour reinforces expectations. The teacher will employ a range of strategies which reinforce the academy values, rules and procedures, and use rewards and sanctions consistently to support appropriate behaviour in the classroom. The more severe the sanction the more likely the situation will escalate into a confrontation. Students need to be given a controlled way out of inappropriate behaviour and be allowed to know which rule they have broken, take responsibility for their behaviour and understand what the consequences will be if they continue to behave in this way. All teachers should use the behaviour management flow chart.



There should be emphasis on positive action (recognition and reward) and prevention. Problems which occur should be dealt with constructively. The following forms of approach enable the academy to support and maintain this ethos:

Preventative Discipline

- clear values and expectations discussed with the students
- clear expectations about learning
- attractive classrooms and general environment surroundings
- well planned seating and access to equipment creating an effective learning environment
- differentiation

Corrective Discipline

- appropriate use of language to modify a student's inappropriate behaviour

- tactical ignoring of some behaviours where no disruption is caused
- tactical ignoring of secondary behaviours where appropriate
- use of body language and non-verbal cues to correct behaviour
- defusing potential conflict
- re-emphasising rules and values
- giving simple choices
- taking a student aside from the group
- the use of logical consequence (the behaviour and the outcome are related)

Supportive Discipline
- following up a disruption later to avoid disrupting learning or confrontation
- encouraging students whenever possible in a ratio of 4:1 (positive : negative feedback)
- developing a behaviour 'contract' with a student if deemed necessary
- developing a climate of respect
- building a positive classroom environment

Self-Discipline
- students taking responsibility for their own actions
- community service and other sanctions which reinforce collective responsibility or the need for reparation or compensation
- restorative meetings giving students the opportunity to understand the impact of their actions on others
- student leadership to foster a climate of pride, role models and responsibility eg peer resilience mentors, guidance coaches, college leaders, sports captains etc
- through setting own targets for improved behaviour and learning with tutors, senior leaders and Student Support Managers

A student friendly version of the Behaviour Management flow chart should be visible in all classrooms and learning spaces.

Where student behaviour has been a cause for concern this should be logged on Bromcom and followed up appropriately. It is important to recognise that Bromcom is a logging tool and staff should follow the Attitude to Learning Ladder on page 17. Staff should use email or conversations to inform the appropriate middle or senior leader where referral is necessary, as well as record the incident and their own sanctions/actions on Bromcom. Outcomes should be logged on Bromcom and feedback given to those involved.

There are a range of possible consequences, as laid down in the Attitude to Learning Ladder, to different types of behaviour. Professional judgement should be used to ensure the sanction is proportionate and takes into account the needs of the young person, including Special Educational Needs, Disability, age and religious requirement. Consultation with Curriculum Leaders, Student Support Managers and the Academy Leadership Team will enable consistency across the academy.

Misbehaviour should be dealt with by the teacher in the first instance by:
- Using the behaviour management flow chart
- Understanding the triggers and planning to remove these triggers each lesson – discussion with the Curriculum Leader, Special Educational Needs Co-ordinator, Lead Practitioners or Academy Leadership Team to support
- Keeping the student back after the lesson or arranging to see them on their own later
- Making sure that they understand the work or that it is demanding enough
- Contact with home

Sanctions

On-Call

Where a student's behaviour is serious and requires an immediate action then the member of staff should follow the on-call procedures. A member of staff can call for support via an on-call email alert.

The academy will have members of the Academy Leadership Team on-call.

On-call is used if:

- a situation cannot be resolved by the teacher
- there is a serious breach of academy rules

If a student is truanting (has not arrived to a lesson within 10 minutes or leaves a lesson without a member of staff), he or she will be returned to the lesson. The class teacher must record on Bromcom in order for a one-hour LOPT to be issued. If a student truants on more than one occasion in a day or has not arrived to a lesson within 20 minutes, they may be placed in the Tatton/Dunham (internal suspension) or college office for the remainder of the day.

The member of staff responding to an on-call will always work to reset and re engage the student back into learning in the classroom. Any student receiving an on-call will receive a minimum 30-minute LOPT. If a student has two on-calls in one week they will receive a one-hour LOPT. A student who has received two on-calls in one day will be taken to Tatton/Dunham (internal suspension) and serve an internal exclusion.

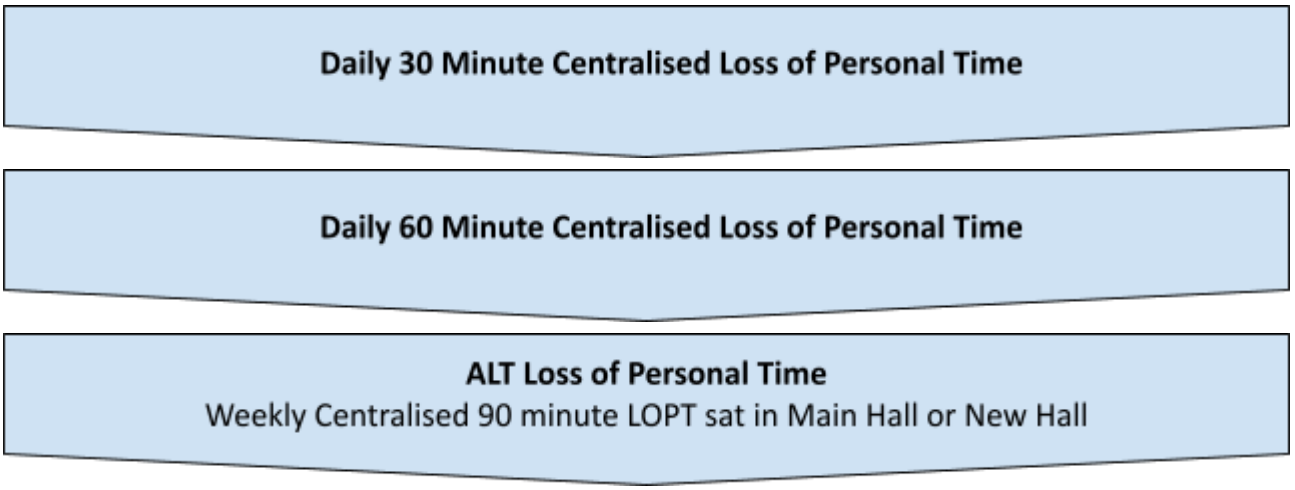
The administrator who monitors radio calls will always communicate this with the responder and maintain clear records.

Every incident dealt with by on-call staff must be logged on Bromcom by the teacher initiating the call-out and making a phone call to the students Parent/Carer.

On-call staff should use College Offices for student account writing, where review of an incident is needed or space to 'cool down' is required.

Loss of Personal Time/Detention

- Loss of personal time (LOPT) is a centralised sanction that is run by the Academy Leadership Team at the end of each day. A student who incurs an LOPT will complete this within 48 hours of the incident occurring. Where reasonable adjustment is required a student may complete an LOPT during their lunch break in a college office but this must be pre-agreed with the academy and the Parents/Carers and the decision to make this adjustment will lay with the Head of College. Contact regarding an LOPT will be made with the Parents/Carers via text message or email.
- If they refuse, they will be given one further opportunity to complete it, with an additional 30 minutes added to the time available.
- If a student still refuses, they will be placed in Tatton/Dunham (internal suspension) and the Parents/Carers should be contacted by telephone to be informed of the new sanction.
- All students who are attending an LOPT will be expected to either work from their Chromebooks or read silently for the duration of the LOPT.



Tatton/Dunham (internal suspension)

Where appropriate, the academy provides an alternative to suspensions, which ensures continued access to learning and supports in managing future behaviour and identifying unmet needs. Tatton/Dunham (internal suspension) provides consequence, reflection and reset, driven by restorative approaches.

There is a tiered approach to the use of the Tatton/Dunham (internal suspension) provision, which is an exclusion from mainstream school. This approach is supported and complemented by the college system.

There are 3 routes into the use of Tatton/Dunham (internal suspension).

1. As a planned reintegration into the academy following a suspension, as directed by the Principal, Deputy Principal or ALT behaviour lead.

2. For serious breaches of the behaviour code and is an agreed outcome between the member of the academy leadership team and the Principal, Deputy Principal or ALT behaviour lead, following a full investigation by college teams.

3. For significant breaches of the behaviour code and is directed follow-up through the daily review of the Bromcom report. However, in some cases a student may be placed into Tatton/Dunham (internal suspension) by a member of the ALT to complete a day.

If a student has behaved in such a way as to warrant exclusion from lessons a member of the Academy Leadership Team may decide to refer them to Tatton/Dunham (internal suspension) for one day or an extended period of time.

When a student is referred to Tatton/Dunham (internal suspension) they are expected to reflect on their behaviour. They will write an account if required, complete a reflection task with a member of staff, then work in silence completing work set by the class teacher or the supervising member of staff. Students will not go out for morning break, but will be escorted to the restaurant at lunchtime for the opportunity to receive a hot meal if they choose to or to eat a packed lunch provided by the student's Parent/Carer.

Families are informed through a telephone call from the college team. The Bromcom event log is updated/checked by the Student Support Manager for their college with Tatton/Dunham (internal suspension) as an outcome and the central record sheet is completed.

When a student is in Tatton/Dunham (internal suspension), staff complete a daily report sheet, which is shared with the college team and placed on the student's file.

When a student is referred to Tatton/Dunham (internal suspension), they will arrive at the academy at 8.25am. They will remain there for 45 minutes after the finish time of their usual academy day. Whilst in Tatton/Dunham (internal suspension) the student will be working on personalised work, aided by specialist staff. On arrival, all students (including guest students) must switch off their phone and hand it over to the member of staff.

Anyone in Tatton/Dunham (internal suspension) following a referral for multiple days will receive a phone call home explaining why and giving a clear indication of further sanctions that might apply. Where appropriate, a meeting with a Parent/Carer may also take place. Failure to complete the referral to Tatton/Dunham (internal suspension) to a satisfactory level will result in a further day or could lead to suspension. This includes if a student leaves Tatton/Dunham (internal suspension) without permission.

Suspensions or Permanent Exclusions

This is for the most serious incidents and will either be a suspension or permanent exclusion. A suspension of more than 5 days results in the student being referred to 6th day provision, either in Tatton/Dunham (internal suspension) or an alternative provision in the London Borough of Bexley, another Leigh Academies Trust academy that is part of the LAT Inclusion Forum or suitable registered provision. The academy will provide work for any student who has been excluded for them to complete during their suspension via Google Classroom.

If a student receives several suspensions and is at risk of being permanently excluded, they may be required to attend an *informal governors' disciplinary hearing* with their parents/carers.

Off-Site Direction and Managed Moves

In a bid to avoid suspension or permanent exclusion the Principal may decide to either direct a student off-site or offer the student's family a managed move to another school.

The Principal has the power to direct a student off-site to another school or academy as a sanction for either a serious one-off incident or repeated non-compliance to academy expectations. This will usually take place within another LAT academy. In this instance the family will be informed of the designated destination, the duration of the off-site direction and the name of the person responsible for the student prior to them starting at the designated provision.

The Principal may also decide to offer the student and Parent/Carer a managed move. This must be agreed to by all parties and involves a student attending another school or academy with a view to it becoming a permanent transfer following a successful 12 week period.

Suspension or Permanent Exclusion

Suspension and permanent exclusion are used in response to serious or persistent breaches of the academy's behaviour expectations. Where a suspension is for more than five school days, the academy will arrange suitable full-time education from the sixth school day. This may be through Tatton/Dunham (internal suspension), an alternative provision in Bexley, another LAT academy or other suitable registered provision. Work will be provided through Google Classroom during the initial period of suspension.

Permanent exclusion is a last resort and may be considered where a pupil has seriously or persistently breached the behaviour policy and allowing them to remain in the academy would seriously harm the education or welfare of the pupil or others. The academy will consider the individual circumstances, pupil views and any relevant contributing factors or unmet needs. Where a pupil is at risk of permanent exclusion following repeated suspensions, further support and intervention may be considered, including an informal governors' disciplinary hearing where appropriate.

Off-Site Direction and Managed Moves

Where appropriate, the Principal may use off-site direction or offer a managed move to support a pupil and avoid suspension or permanent exclusion. Off-site direction is a temporary placement, usually within another LAT academy or suitable alternative provision, designed to improve future behaviour. Parents/carers will receive written notice setting out the placement, including the address, duration, reasons and objectives, person to report to and session times, two days before the placement begins. The placement will be regularly reviewed in accordance with statutory requirements, with parents/carers informed of review arrangements and outcomes.

A managed move is a voluntary, permanent transfer to another mainstream school or academy, agreed by the parents/carers and the receiving school's admission authority and only where it is in the pupil's best interests. A managed move is not a trial or temporary placement; where a temporary placement is required, this should be arranged through off-site direction. A pupil must not be permanently excluded because a managed move has been declined.

Separation of Pupils for Safeguarding Purposes

In rare circumstances, a pupil may be temporarily prevented from attending the academy where this is necessary to safeguard them or others, for example, where pupils need to be kept apart following an allegation of harm. This is a safeguarding measure and is separate from suspension or exclusion. Parents/carers will be informed without delay, in consultation with the Designated Safeguarding Lead. Where the pupil cannot attend the academy, appropriate education will be arranged in line with statutory requirements.

Pastoral Support Programmes
A pastoral support programme (PSP) is a 6 week process. The student, parents/carers and a member of the Academy Leadership Team meet to assess the issues and put in place targets for the student to work towards, as well as support to enable the student to meet the SMART targets. There are further review meetings at 2 weeks and 4 weeks, before the final meeting at 6 weeks. At the 6 week meeting one of the following outcomes will be agreed:

- Successful Pastoral Support Programme – Pastoral Support Programme ended - College monitoring
- Extension of Pastoral Support Programme – Pastoral Support Programme extended for a further 6 weeks
- Failed – either a managed move will be offered to the student or the Principal will direct the student off-site.

Positive Report Cards
Students can be placed onto a positive report card by their tutor, a Student Support Manager, or member of the Academy Leadership Team. The report cards are used to track where and what students are doing well to support conversations to encourage students to transfer the positives across the board. Where there are concerns in a particular curriculum area, the student may be placed onto a positive report. An attendance and punctuality monitoring report card should be used where there are punctuality and attendance issues. The central positive report cards should always be used.

When a student is placed on a report card, parents/carers should always be informed in order that they can monitor and support at home.

Unacceptable Behaviours
Truancy - Truancy is when:
- A student is 10 minutes late to a lesson/intervention without good reason.

- A student chooses not to go to class.
- A student 'hangs around' in the corridors and avoids going to lessons.
- A student is out of lesson without the permission of the teacher or an adult.

If a student is truanting a lesson, the on-call system must be used. If a student is not in the right place, then this is a safeguarding issue.

All truancy results in a minimum one-hour centralised LOPT.

Lateness to Lessons - The 5-minute rule
We are a big site and although it takes some time to move from class to class students are expected to move purposefully and always take the most direct route to the next lesson/tutor time. Arrival more than 5 minutes late without good reason will be treated as lateness to lessons/tutor time. Teachers must mark the student late to the lesson/tutor time, including the number of minutes. A report will be run at the end of each day which accumulates the daily late marks of every student and the following outcomes will be set:

1 late mark - warning
2 late marks - 30 minute LOPT
3 late marks - 60 minute LOPT
4 late marks - Tatton/Dunham (internal suspension)

A student who accrues one late mark a day for two or more days will also receive a sanction.

Lateness to the academy
Students must arrive at the academy by 8.25am. 8.26am is late to the academy and LOPT is served on the same day as laid out below:

- Arrival from 8.26am - 8.45am = 30 minutes centralised LOPT
- Arrival between 8.46am - 9.15 am = 60 minutes LOPT
- Arrive 9.16am or later = Tatton/Dunham (internal suspension) for the day

All students who arrive late are escorted to lessons/tutor time. If a student arrives late to lessons/tutor time/assembly with no slip or is not escorted, then this should be treated as lateness to lesson/tutor time and the policy laid out in lateness to lessons/tutor time followed.

Smoking/Vaping - there must be no smoking or use of vapes anywhere on the academy site or within the local community. If a student is found either smoking or vaping the student's college should be alerted immediately. Parents/carers will be contacted and the student will be excluded either internally or externally. Lighters, matches, cigarettes, vapes and vaping paraphernalia will be confiscated. A referral will also be made to the school nurse to support cessation. **Both smoking and vaping damages your health**.

Drugs, drug paraphernalia, knives and fireworks - all drugs and knives are illegal and dangerous. A student who brings either onto the academy premises faces permanent exclusion. Avoid anything which might look like or be able to be used as a weapon. Drug paraphernalia must not be brought onto the academy site. A student who does so could face permanent exclusion. Fireworks must not be brought onto the academy site. A student who sets off fireworks in the academy could face permanent exclusion.

Bullying including prejudice based and cyber/online bullying - making someone unhappy because of what you do or say is a serious issue. It will be dealt with in a serious way.

Prejudice and discriminatory behaviour is unacceptable - this could lead to suspension or exclusion from the academy. Unacceptable behaviours include, but are not limited to, sexual violence and harassment, upskirting and nude or semi-nude image(s) or video sharing. All child on child abuse is unacceptable and all reports will be taken seriously.

Piercings and Jewellery - Students are permitted to have one pair of stud earrings in their lower earlobe only. Students who come to the academy with a piercing anywhere else (e.g. top of the ear, nose, tongue, eyebrow etc.) or wear any other type of jewellery, will be told to remove it and a signature will be made on their conduct card. Jewellery being worn for religious reasons may be permitted if discussed and agreed with the academy. All jewellery and piercings must be completely removed for all PE lessons to comply with health and safety regulations. This rule applies strictly to all items, including newly acquired piercings that have not fully healed and jewellery worn for religious reasons. Taping over piercings or jewellery is not permitted under any circumstances. Failure to remove jewellery or piercings will result in a student being placed in Tatton/Dunham (internal suspension), directed off-site or suspended.

Nails and Eyelashes - acrylic nails, stick-on nails and nail polish are not permitted at the academy. Similarly, eyelash extensions and false eyelashes are not allowed. Students who arrive wearing these items will be asked to remove them immediately and a signature on their conduct card will be made. Students will be given the end of the week and the weekend to book an appointment to have the item removed. By Monday, the item must no longer be worn. A uniform slip will be provided to the student to support this process. Failure to comply will result in a sanction in line with the academy's Attitude to Learning Ladder for non-compliance or persistent non-compliance with academy expectations.

Mobile Phones/headphones/electronic devices - students are required to switch off and store all mobile phones, headphones, and electronic devices in their bags when they arrive at the academy. These items should remain off and in their bags throughout the academy day, including during lessons and unstructured time. Mobile phones should remain switched off and securely in bags during the school day. Students may switch their phones on at 3.15pm, once they have been dismissed from Period 5 or after completing their final enrichment activity, intervention or sanction. However, mobile phones must not be used to make calls, send voice notes, or take photos or videos until the student has left the school gates.

Devices must not be kept in pockets or be visible at any time. Any device seen will be confiscated in line with the attitudes to learning ladder. Persistent breaches may result in the device only being returned to a parent/carer or require the student to hand in the item to the college office daily upon arrival.

The academy does not take responsibility for loss or damage to any electronic devices brought into the academy.

Uniform – non-uniform items, including hoodies, tracksuit tops, denim jackets, hats, do-rags or bandanas will be confiscated and a signature added to a student conduct card if worn in the academy. All headbands/ribbons/bows must be plain black only. A plain black coat and plain black woollen hat can be worn to the academy during cold weather. Coats must be removed in the building at all times.

Chewing gum – is not allowed on the academy site. It is the responsibility of all adults to be vigilant and ensure that any gum is placed into the nearest bin. Staff should be particularly vigilant at the start of lessons during the meet and greet. Any student chewing gum in the academy will receive a signature in their conduct card, confiscation of unused chewing gum and disposal.

Fizzy drinks and Energy drinks - Students are allowed to bring a bottle of still water to the academy. All drinks that are either fizzy, isotonic, caffeinated, juice or squash are not allowed on the academy site. Again it is the responsibility of the adults to be vigilant of students who may be in possession of these drinks and should confiscate them immediately. Any student found with fizzy or energy drinks in the academy will receive a signature within their conduct card, confiscation of the fizzy/energy drink and disposal.

Chromebook Usage

The Leigh Academy Bexley 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. **If a Chromebook is deemed in any way to have been damaged intentionally then a cost to repair the damaged Chromebook will be invoiced to the student's family and a sanction set in line with the academy Attitude to Learning Ladder.**

Teachers' Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside the academy.
- Teachers have a specific legal power to impose detention outside academy hours.
- Teachers can confiscate pupils' property. If necessary, headteachers and staff they authorise can carry out searches.
- Staff may use physical restraint as a last resort where necessary, if a student is putting himself/herself or others in danger, or where he or she is damaging academy property.

Screening and Searching and confiscation

The academy follows closely the guidance from the Department for Education:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
Note the items above that are banned from the academy site. This is not an exhaustive list.

Investigating an incident in the academy

Where a behaviour incident has taken place the academy will need to determine all the key facts before making a decision as to the next steps. Staff will record the incident on Bromcom, and may be asked to write longer accounts if necessary. Students will also be required to write their accounts of what happened, whether this is as a witness, a victim or the alleged perpetrator of an incident. These accounts will not leave the academy, and will be anonymised if presented elsewhere (for example at a Governors disciplinary panel hearing or Governors permanent exclusion hearing). Refusal to discuss or write about an incident in the academy will be seen as defiance and treated as such. Whilst an investigation is in progress, students involved may be expected to remain out of main circulation of the academy.

Students' Conduct Outside the Academy Gates – Teachers' Power

The teacher may discipline a student for any misbehaviour when the child is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a student at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the academy

Malicious or unfounded allegations against staff

The Principal and the academy will take serious disciplinary action against students who are found to have

made malicious accusations against academy staff, including visiting adults and adult volunteers.

The academy will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see Child Protection policy). If these allegations are proven to be unfounded or malicious, then the academy will take disciplinary action against those students involved in making the allegation. This may include suspension, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the academy.

Attitudes to Learning Ladder

	Behaviour (Please note this is not an exhaustive list)	Possible Sanction	Actions/Next steps	Possible support and interventions
S5	● Bringing or being in possession of weapons, drugs or drug paraphernalia on site ● Being under the influence of drugs or alcohol ● Serious assault ● Serious/persistent bullying, including prejudice based and cyber bullying ● Serious sexual misconduct ● Risk of serious harm to others or self ● Fire alarm ● Extortion ● Persistent serious disruption to learning ● Defiance towards the Principal ● Serious and persistent breaches of the academy Behaviour Policy	● Permanent exclusion ● Suspension ● Off-site direction ● Managed move	● Parents/carers contacted by a Head of College ● Head of College and Academy Leadership Team to coordinate plan ● Same day parental meeting/student collection ● Return from suspension meeting with Head of College/ Deputy Head of College ● Meetings coordinated by Student Support Managers	● London Borough of Bexley Behaviour and Inclusion Team ● Alternative provision ● Fair Access Panel ● Managed move ● Governors Disciplinary panel ● Pastoral Support Programme ● Academy Safer Schools Officer ● Leigh Academies Trust Dartford Inclusion Forum
S4	● Bringing the academy into disrepute ● Assault ● Bullying, including prejudice based and cyber bullying ● Vaping/smoking on the academy site or in the local community ● Serious vandalism ● Sexual misconduct ● Theft ● Swearing at staff ● Malicious allegations ● Inciting violence ● Verbal abuse of staff	● Suspension ● Off-site direction ● Tatton/Dunham (internal suspension) ● Referral to Academy Leadership Team	● Referral to Academy Leadership Team on-call in first instance ● Liaise with Head of College and Academy Leadership Team for Tatton/Dunham (internal suspension) referral ● Parents contacted ● Same day parental meeting/ student collection ● Return from suspension meeting with Head of College/ Deputy Head of College	● Referral to Academy Leadership Team ● Multi agency support ● Additional Educational Needs referral ● Academy Safer Schools Officer

	• Fighting • Defiance towards a member of the Academy Leadership Team		• Meetings coordinated by Student Support Managers • Academy Leadership Team report on return from suspension • Logged on Bromcom • Paragraph written by Academy Leadership Team line management	
S3	• Serious non compliance to academy expectations • Non compliance with sanctions • Persistent truancy • Physical aggression • Targeted foul/abusive/derogatory/ discriminatory/sexist language • Vandalism • Bringing or being in possession of Smoking/vaping paraphernalia • Misuse of technology • Severe and persistent disruption • Swearing in response to staff • Dangerous behaviour • Serious on-call • Alleged bullying • Disruption in the community • 9 signatures on conduct card • 12 signatures on conduct card	• Off-Site Direction • Tatton/Dunham (internal suspension) • Community service • 60 or 90 minute Centralised LOPT • Referral to Academy Leadership Team • Referral to Curriculum Leader if in lesson	• Parents/carers contacted • Off-site direction or Tatton/Dunham (internal suspension) - parents/carers contacted by Head/Deputy Head of College • Positive report • Logged on Bromcom • Restorative meeting	• Additional Educational Needs referral • Restorative meeting used to reset for the next lesson/day • Teacher reflects on student triggers to plan for behaviour next lesson and remove the triggers
S2	• Persistent non-compliance to academy expectations, including use of mobile phone • Conflict with peers • Persistent no homework • Persistent low level disruption	• 60 minute Centralised LOPT • Referral to DOL/COL • Referral to tutor or College team if	• Parent/Carer contacted by teacher/Student Support Manager/Curriculum Leader • Logged on Bromcom – including parental contact • Report	• Restorative meeting used to reset for the next lesson/day • Peer restorative meeting – referral to college teams • Teacher reflects on student triggers to plan for behaviour

	● Defiance ● Abusive/foul/derogatory/discriminatory/ sexist language ● Truancy ● Persistent lateness ● Lack of work ● Persistent misuse computers ● 6 signatures on conduct card ● Refusal to give your conduct card to a member of staff	unstructured time/tutor time ● Community Service ● Report – tutor ● Attendance and punctuality report ● Confiscation of mobile phone	● Restorative meeting	next lesson and remove the triggers – amend class profile to reflect this ● Additional Educational Needs referral ● Support from college team
S1	● Low level non-compliance to academy expectations ● No equipment ● No homework ● Low level disruption ● Low level defiance ● Chewing gum ● Late to learning – loss of personal time ● Misuse of computers ● Failure to bring Chromebook to the academy or Chromebook fully charged ● Three signatures on conduct card ● Lost conduct card	● 30 minute centralised LOPT ● Report ● Community Service ● Contact with home	● Parents/carers contacted by teacher where appropriate ● Logged on Bromcom ● Restorative meeting	● Teacher intervention and restorative work as appropriate

A classroom visual of the Attitudes to Learning Ladder should be displayed in all classrooms and learning spaces.

Restorative Practice

The restorative meeting is an opportunity to reset and rebuild the relationship before the next lesson. The meetings need to be structured and handled with professionalism and care.

A Restorative or Reflective Meeting is a chance to explore the reasons behind the student's actions and to agree strategies to move forward and rebuild the relationship. The length of the meeting is irrelevant, it is the impact and effectiveness of the conversation which will allow the student to reflect on and develop a more positive attitude to learning.

The following questions could be used by the member of staff when having a Restorative Conversation:

- What happened?
- What was on your mind at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have you been affected?
- What do you need to do to make things right?

The Role of the Director/Coordinator of Learning (DOL or COL)
If a subject teacher is experiencing difficulties with an individual student or groups they should consult with their DOL or COL, who is responsible for overseeing incidents which are occurring within the team and for working out interventions with teachers. These may include:

- Reorganised seating plan
- Parental contact
- Subject report

In order to carry out these responsibilities, it is essential that all incidents are logged on Bromcom, and that DOL or COL monitor reports generated daily. It is also essential that conversations about the behaviour of individual students as well as of groups take place.

Where it is clear that a student's behavioural problems are not confined to one particular curriculum area, then the DOL or COL must liaise with the appropriate college to help him/her in putting together a range of strategies to deal with them. There should also be consultation with the Special Educational Needs Co-ordinator where appropriate to consider whether the needs of the student are being met in lessons.

The Role of the Tutor
The role of the tutor is pivotal in students succeeding in the academy. The tutor should build a strong sense of belonging and identity in the group, where all students have a place. All tutors should support and challenge their tutees in adhering to academy expectations and in making excellent progress. Tutors should build positive relationships with their tutees and parents/carers and raise behaviour or progress concerns early with home, as well as make positive phone calls home where students are making a positive effort, have met targets or contributed positively to the academy community.

The Role of College Teams
The college teams are responsible for ensuring that the conduct of students within the college is appropriate, that colleagues are supported as necessary and discipline issues are followed up according to the academy's policies. In order for this to be achieved, the college must monitor Bromcom behaviour reports daily, as well as helping to ensure that incidents reported to them are logged on Bromcom by the reporting teacher.

The college can, in liaison with colleagues, put in place a range of strategies to support a student in behaving appropriately. These may include:

- restorative approaches
- positive report
- parent/carer contact
- moving class/tutor group
- a Pastoral Support Programme

If a student has had either one lengthy period of suspension and a number of shorter suspensions the college may feel that the student is at risk of being permanently excluded. At this stage the college discusses the support already provided for the student with the Special Educational Needs Co-ordinator and the line managing Deputy Principal. Together, they decide the appropriate action moving forwards.

The Role of the Academy Leadership Team

A member of the Academy Leadership team is on-call at all times during the academy day. The Academy Leadership Team will respond to callouts where there are serious breaches of academy rules.

Where there has been a serious breach, the Academy Leadership Team on-call will make decisions as to whether a student should be placed into Tatton/Dunham (internal suspension) or referred to the Principal for suspension.

As line managers of DOLs and COLs, as well as colleges, the Academy Leadership Team will support curriculum and college teams in ensuring the highest conduct from our students.