

Behaviour and Attitudes Policy

Including Anti-Bullying and Anti-Drugs Policies & Procedures

Introduction

At Leigh Academy Tonbridge it is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by a small school model that is strengthened by our core values:-

Integrity
Courage
Imagination

Aim

Leigh Academy Tonbridge aims to have outstanding behaviour for learning in every lesson, outstanding conduct on the school grounds, to and from school and on all school based activities. This aim is achieved through **disruption free learning** so that all students are given the best opportunity to achieve their potential. Lessons will be disruption free allowing teachers to teach and students to learn. Disruption can be defined as anything that can interrupt or derail a lesson within the Academy community.

Legislation

Our academy behaviour policy is written in line with the following areas of legislation and guidance from the Department for Education (DfE) and explains the powers members of staff have to sanction pupils. The policy will be reviewed annually with further input from the Student Leadership Council.

- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Behaviour and discipline in schools January 2016
- Searching, screening and confiscation at school January 2018
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Use of reasonable force in schools July 2013
- Keeping children safe in education September 2023
- Exclusion from maintained schools, academies and pupil referral units in England September 2017
- Supporting pupils with medical conditions at school

- Special education needs and disability (SEND) code of practice 2015
- Leigh Academies Trust exclusion policy

DfE guidance explains that academies should publish their behaviour policy online. All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Objectives

- To ensure that the academy community is clear on how we maintain a positive learning environment through the use of centralised rewards and sanctions
- To create a culture of confident participation within the classroom and wider Academy environment
- To prevent bullying
- To allow understanding and awareness of the Academy's expectations concerning our non-negotiable stance on disruption free learning, drugs and bullying

Synopsis

The guidance is at times specific to ensure consistency. However, educators may also use their professional discretion and common sense in light of the complexity of behaviour management. This allows educators to take into consideration the range of different needs that individual young people have whilst also ensuring high expectations are upheld at Leigh Academy Tonbridge.

Method of Implementation

This behaviour policy starts with high expectations of behaviour for learning, attendance, attitude to learning, co-operation and respect. Pupils are expected to have pride in their appearance and conduct. Leigh Academy Tonbridge reserves the right to implement disciplinary sanctions for actions beyond the school gates that are deemed inappropriate.

Roles and Responsibilities

Governing Body

The Governing Board is responsible for monitoring this behaviour policy, its effectiveness and holding the Principal to account for its implementation. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Principal

The Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Staff

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.

All staff will equally ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Staff are responsible for:

- Implementing the behaviour policy consistently, without bias and in a professional manner
- Modelling positive behaviour and build relationships at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately and in a timely fashion
- Follow up incidents every time, retain ownership and engage in reflective dialogue with pupils
- Always challenge pupils who are not behaving in a way that embodies our core values
- Attend duties on time and engage positively with pupils. For known absences, staff must arrange for their duty to be covered by a colleague.

Staff Code of Conduct: Staff will ensure that there is no differential application of the policy on any grounds, particularly ethnic origin, culture, religion, gender, disability or sexuality. Staff will also ensure that they adhere to the following principles

- Work in a safe environment
- Be spoken to calmly and with respect (Language to Learning Model)
- Be listened to
- Receive no less than good teaching
- Have their individual needs planned for

Staff will follow the Leigh Academies Trust [Code of Conduct](#)

Parents and Carers

Parents and carers can access the Academy's policies through the Academy website, or via information given in newsletters and the prospectus and are expected to work in partnership with the Academy to maintain high standards of behaviour and attendance. The academy expects that Parents and carers will:

- Take responsibility for the behaviour of their child both inside and outside the Academy
- Take responsibility for ensuring that pupils are completing independent study tasks and homework
- Take responsibility for their child's attendance and punctuality. Regular attendance and punctuality are seen as an important facet of Academy discipline. Parents have the primary responsibility to ensure their children attend school. Pupils who do not attend without authorisation put themselves at risk and truancy is often a major indicator of disaffection or other problems. We treat unauthorised absence very seriously and we are particularly concerned about the rare incidents of parentally condoned absence.

Equality

The Academy policy on behaviour / rewards and consequences - takes full account of the new duties under the 2010 Equality Act. Trust academies make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

READY TO LEARN

Preparing for the day

The Academy day starts at 8.40am and we expect pupils to be through the 'ready to learn gate' and on their way to their morning registration lineup by 8.40am. The Academy gates will be open to pupils from 8.00am onwards. Any pupil who arrives through the gate after 8.40am will be expected to report to the Attendance Officer. The Attendance Officer will then set a centralised detention if the student has already arrived late within the same module.

Morning lineup 8.40am

Form tutors will greet their groups on the playground and conduct a daily check to ensure that their pupils are ready for learning. Pupils will be expected to line up in alphabetical order in silence while these checks are carried out. Any equipment and uniform violations will be swiftly identified and addressed in order to remove barriers to learning before pupils start their learning. Pupils will be given one final opportunity to confirm that they are 'ready to learn' and then the form tutor will lead the class to their classroom. Should morning lineup not be feasible due to adverse weather, pupils will be directed inside to their form rooms where the same checks will be carried out.

Lesson Transition

Following morning lineup pupils will be dismissed from the playground and they will be expected to walk in an orderly fashion to their form time following the Academy's one way system in Lyceum and Delphi College buildings. As pupils move around the Academy between lessons and social times they will be expected to model the behaviors outlined in the 'Home Academy Agreement' at all times and will be sanctioned appropriately if they fail to do so.

Behaviour For Learning In The Classroom

All lessons last for 60 minutes, during this time pupils will be expected to follow the clear behaviour for learning expectations at all times, failure to do so will result in appropriate consequences in line with this policy. Pupils can expect the same structure in every lesson across the Academy lessons. These are known as the Academys "routines for learning".

1 Arrive on time, wait for the teacher to meet you at the threshold of the classroom whilst you are waiting in silence.	2 Enter the room calmly and greet your teacher.	3 Sit in the seat allocated to you, get your chromebook and exercise book out along with your equipment.	4 Begin the 'do now' activity in silence as directed by your teacher.
5 Copy title, date and read through learning objectives and approaches to learning.	6 S - Sit up T - Track the speaker A - Appreciate your classmates ideas R - Rephrase the words of the person who spoke so that they know you were listening. https://schoolsweek.co.uk/the-big-interview-doug-lemov/	7 Respond positively to instructions and feedback throughout the lesson	8 Before exiting the lesson make sure that you follow all instructions to leave and thank the teacher as you leave.

PRAISE AND REWARD:

The academy acknowledges the importance of recognising and celebrating in the successes of students and as such has the following in place to do so:

Reward System	Description
Achievement Points	Achievement points can be awarded through our Bromcom System at any time. These are accumulated and recognised with blazer lapel pin badges at certain milestones and awarded in College assemblies. At the end of each module the College with the most reward points will be celebrated - this will be visually displayed for pupils within the Academy. <ul style="list-style-type: none"> ● 100 - Bronze Learner ● 175 - Silver Learner ● 250 - Gold Learner
Postcards	Postcards will be periodically sent for recognition of outstanding achievement. NB Year 7 and Year 8 - awarded for learner attributes within each of the MYP Disciplines (Language acquisition, Language and literature, Individuals and societies, Sciences, Mathematics, Arts, Physical and health education, Design).
Star of the Week	Every week a student is selected by their Director of Progress to achieve the star of the week, that student is recognised in their weekly college assembly.
Golden Ticket	Each module staff are given a Golden Ticket to hand to a pupil for exceptional work or attitude to learning. The Golden Ticket is a direct opportunity to celebrate the recognition with the Principal.

Recognitions	Staff will identify students weekly for recognition in assemblies. These will be shared with all students in assemblies at the beginning of the weekly focus.
College Certificates of Excellence	Three times a year, each Director of Progress will host a celebration assembly for students and parents to publicly celebrate their students' achievements. This includes, but is not limited to, certificated awards for attendance, attainment in subject, progress in subject, form tutor, student manager, Director of Progress awards and Head of College awards.
Reward trips and activities	Co-curricular activities, college competitions, Academy events and trips will provide opportunities for pupils to be rewarded via the Bromcom point system and be rewarded with further events and trips.

All positive behaviour will be recorded on the right hand side of the a white board during a lesson and also on Bromcom.

BEHAVIOUR FOR LEARNING

To ensure a positive learning environment where engagement and achievement is maximised, students are expected to follow these three encompassing rules:

- To follow all instructions of the teacher immediately
- To produce their best work at all times
- To support the learning of everyone in the class.

On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers in the reflection room (RR) for that lesson or for a longer period so that the learning of others is not disrupted.

In addition to the 1-8 behaviour for learning conditions highlighted on page 4:-

- Arrive to lessons on time
- Line up in silence outside the classroom prior to the start of the lesson
- Sit/work silently whilst the register is taken
- Listen in silence when the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Treat each other with respect at all times
- Follow all instructions the first time asked
- Work exceptionally hard to the best of their ability without disrupting any other student's learning
- Students will not be given permission to access toilet facilities during any lesson (dispensations on medical grounds will be made on an individual needs basis)

Equipment

Students are expected to have with them at all times the following items:

- Pencil case containing two black pens, a green pen for corrections, pencil, rubber, ruler and protractor
- Scientific calculator (Casio fx-83GTX)

- Reading book for use in form time and in between lessons
- A bag which is large enough to carry their Google Chromebook

In addition to these items, all students are expected to bring their Google Chromebook to school each day. The Chromebook should be fully charged. If they forget their Chromebook, or it has no charge for a lesson they will be issued with a Centralised detention.

Uniform

At Leigh Academy Tonbridge, we are proud of our students and our students are proud of their school. Our school uniform plays an essential role in identifying them not only as members of the whole academy community but also their individual colleges too. We believe that a smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and a sense of respect. The academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The academy has a clear uniform policy which helps to enhance the purposeful and successful climate of the academy.

The academy Uniform and Equipment Policy also creates a unity of spirit where there is no distinction between students in terms of wealth or background and supports our belief that personal appearance does affect standards of behaviour and therefore academic performance.

All students are expected to wear the following uniform:

- Blazer (specific college trim – Delphi: Gold; Lyceum: Teal)
- Tie (specific college colours)
- White shirt
- Grey formal trousers / pleated skirt (to be worn on or below the knee)
- Black / navy / grey ankle socks or tights (no patterns)
- Black shoes (see visual guide)

		Boys	Girls
	Smart leather/leather alternative shoe. Plain black.		
	No buckles or studs. No skate shoes or trainers. No Hi-tops or plimssoles. No canvas or fabric shoes. No stripes or logos.		

Students must also bring a suitable bag to school to carry their books, Chromebook and other equipment. A protective Chromebook case is also essential.

Students in Year 7 must have the Leigh Academy Tonbridge branded school backpack.

PE kit

School branded PE t-shirt / polo shirt
Navy, unbranded shorts
Navy, unbranded jogging bottoms
Sports socks
Appropriate footwear (trainers / astro boots for lessons on the 3G)

The following are also optional:

School branded PE Zip Top
School branded navy sports leggings
Plain navy skort

ADDITIONAL INFORMATION

Sweatshirts – No sweatshirts or hooded sweatshirts are permitted.

Coats should not be substituted for body warmers or tracksuit style tops

Hair Colour and style must be appropriate for school. No extreme colours or styles.

Jewellery – A watch and one pair of small, plain round gold or silver stud earrings – one plain stud in the lobe of each ear (no diamante or hoops) are permitted. No studs or rings in any other part of the body.

No other jewellery is permitted unless for medical reasons.

Make-up and Nails – No make-up for Years 7/8/9 and must be removed if requested.

Discreet make-up for Year 10/11.

No nail varnish in any year.

No acrylic or any other fake nails.

No fake eyelashes.

Mobile Communication Devices (Phones/Tablets/Headphones)

Mobile phone (including Tablets and other electronic devices) usage is banned from the school premises at all times. Students are permitted to keep them in their possession, but they must be switched off and kept out of sight at all times. Any mobile phone seen and/or heard at any time on the school site will be confiscated, the student placed into a centralised detention and parents/carers informed. The same rule applies for headphones.

- Responsibility for the safekeeping of the phone belongs to the student
- At all times, student mobile phones must be switched off during the school day
- If a student refuses to hand their mobile phone or other device over when asked, they will be placed in the reflection room for the rest of the day (including the set centralised detention) as a consequence of their defiance.

Concentration aids

Please note that “Fidget Spinners” and other similar items are not allowed on the school premises and will be confiscated on sight. Alternative concentration support methods must be discussed with our dedicated SEND

team. The SENCO will agree to any specific resources for individual students and this provision will be communicated in a students 'pupil passport'.

Behaviour in corridors and around the site.

During transitions between lessons (going from one lesson to another) students will act appropriately. Students will not run through the corridors or loitering in corridors. Students must use the correct stairwell when transitioning to and from classrooms on the top corridors. It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequences. During social times students are expected to do the following:

- To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school.
- Food is to be eaten in the designated areas only; such as in the restaurant. No food should be consumed on the playground / MUGA.
- Students are not permitted to be outside of their break and lunchtime area – additional arrangements will be made for wet weather

The Journey to and from Home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school in the community. Students are expected:

- To arrive at school and leave school in full uniform (students are not permitted to wear hooded sweatshirts at any time on the premises – such items will be confiscated on sight)
- To use the traffic lights crossings where possible to cross the road safely
- To use the cycle lanes/pedestrian zones safely (following the highway code of conduct at all times)
- To take any litter home and dispose of it properly
- To respect our neighbours and all local residents

Sanction process:

Students will either be fully engaged or not in the lesson. If they are not fully engaged then staff will follow the 3 stage approach of remind, reinforce and remove.

1. Stage 1: Remind:

We understand that human error occurs and that sometimes a quick prompt can refocus a student and ensure they are back focused on the learning. Staff will use a variety of ways to do this and it is their judgment as to how many times this may and can be used before being escalated. Reminders can include moving into proximity of the student, a verbal or non-verbal cue or a reminder of the rules and expectations. When a remind stage is used the student will have their name written on the left hand side of the board.

2. Stage 2: Reinforce:

Where a student has not adhered to Stage 1: Remind, the staff member may progress to the reinforce stage. This will be a non-negotiable clear and direct message about how the student can be successful and the outcome if they do not choose the correct behaviour. Reinforcements can include confiscation, adjusting the students location in the room, an agreed refocus and check in time or being sent outside for a short time to reflect and refocus. When a reinforce stage is used the student will have their name written on the left hand side of the board and a 'reinforce' behaviour point will be added.

3. Stage 3: Remove:

If the student has not responded in the correct way to the Remind and Reinforce stages then they will be removed from the class. A clarification as to why the student is now being removed will be provided, however the student will now need to leave the lesson and be collected by a student manager or member of SLT and relocated in the Reflection Room (RR). Staff will need to email

'assistance' so that the student manager or member of SLT can attend the classroom and attempt to remove the student from the lesson within 5 minutes of the assistance call being communicated. Communication to the parent/carer will be made by the student manager after the student has been taken to the Reflection Room. Parents/carers will also be informed that the student will be required after school for a same day 50 minute detention. A meeting between the student and staff involved will also form part of this process. Failure to arrive or refusal to go to the Reflection Room will result in a one day suspension. If a student is sent to the Reflection Room, the member of staff who sent the student out will meet with the student that afternoon where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson.

If a student is sent to the RR twice in a day then it will result in a one day isolation within the RR and a parental meeting will be arranged. If a student is disruptive within the RR at any point then it will result in a fixed term suspension and a readmission meeting on return.

If pupils accumulate multiple removals in a Module then the following sanctions will apply:-

Number of removals in a Module	Sanction
3 removals	1 day isolation
7 removals	2 day isolation with pupil support plan
10 removals	3 day isolation with review of pupil support plan
14 removals	1 day suspension
18 removals	2 day suspension

Sanctions:

The Academy will apply a range of sanctions to students if they do not meet our expectations. Staff will use their professional judgment when selecting an appropriate sanction however, below are a range of common sanctions used by the academy:

Sanction system	Description
Behaviour points	These will be given to students who do not meet the expectations of the Academy. The Director of Progress, Assistant Head of College and Head of College closely monitors those that gain these points and will take action accordingly. Each point gained has a -1 impact on their conduct score. A removal from a lesson has a -2 impact on their conduct score. More serious sanctions carry -5 behaviour points.
Parental meetings	Parents/carers will be requested to attend a meeting to discuss the conduct of the student and look to triangulate a resolve with the student, parent and the Academy.
Centralised detentions	When a pupil has been removed from a lesson, they will instantly be referred to a centralised detention which is 50 minutes after school with members of the wider Leadership team. If a pupil is absent on the day of a detention, upon their first day of return they will be expected to attend the detention set. If a pupil does not attend a centralised detention, they will receive a 90 minute detention

	<p>which will be hosted by the senior leadership team. If a student fails to complete the 90 minute detention then they will be placed into a one day isolation (including the missed detention).</p> <p>Detentions are conducted centrally using a staff rota. During the detention pupils are encouraged to complete homework, therefore supporting them to establish a positive routine that can be maintained outside of the detention. Although detentions are centralised, staff who have removed pupils from their lesson are encouraged to discuss behaviour during the subsequent detention prior to their next lesson.</p> <p>Reasons for entry to a centralised detention beyond 'removal':-</p> <ul style="list-style-type: none"> ● If a student hasn't completed their homework for the lesson. A school comms will be generated if a phone call cannot be made.. All detentions for homework will be generally set on a specific day for subject specific evenings to provide time for the dialogue between teacher, student and parent to occur. The homework detention will run for 30 minutes and if the student has completed the homework on arrival to the detention then they will be allowed to leave. If students have not completed the homework on entry then they will be expected to work on it for 30 minutes. If students do not attend the homework detention then they will be placed into a centralised detention the following evening for 50 minutes. ● If a student attends school without a fully charged Chromebook or leaves the Chromebook at home then they will automatically be entered for a 50 minute centralised detention by the class teacher. ● If a student is seen using a mobile phone then the mobile phone will be confiscated immediately, placed behind reception and they will be entered for a 50 minute centralised detention. ● If a student's uniform is not in line with Academy expectations once the morning line up has been conducted and all pupils are reminded. Students will be provided with a further remind at the threshold of the classroom. If the pupil is seen inside a classroom after these reminders have been provided then they will receive a centralised detention. ● If a student is seen eating outside of the restaurant and refuses to return to the restaurant then they will be issued a centralised detention. ● If a student is late after 8.40am twice in a Module then they will be issued a centralised detention by the Attendance Officer for that same day. ● If a student attends the Academy without the correct equipment then they will be issued a centralised detention for the following day. If they attend the detention with the correct equipment then they will be released. If they still do not have the correct equipment then they will sit the detention.
<p>School report</p>	<p>Where we feel a student's attitude or behaviour needs to be tracked and monitored they will be put onto a school report. Students must submit this to the class teacher at the beginning of the lesson and will be given it</p>

	back at the end with a score and comment from the teacher. Parents/carers are required to check and sign this each day. There are four levels of report, Student Support Manager, Director of Progress, Assistant Head of College and Head of College
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Equality to include reasonable adjustments for pupils with SEND

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy however, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Pupil Support Plan (PSP). Staff can refer to the SEND register and pupil support plans (PSP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. .

ASD - Change of routine can be a struggle, so for these students coping with cover lessons is very difficult and they should be allowed to go elsewhere for the lesson which will be agreed with the SENCO. Students with ASD may prefer to have a specific member of staff with them in a detention or they may wish to complete the detention in a certain location.

ADHD - Time out card that means they can leave the lesson for 5 mins outside and then return and give the card to the teacher to complete. This will be pre-defined based on the need and set/reviewed by the SENCO. Students with ASD may prefer to have a specific member of staff with them in a detention or they may wish to complete the detention in a certain location.

In all adjustments the voice of the child and the voice of the SENCO will be heard.

The SENCO will be aware of all students who have been sanctioned that day and will be involved in interventions or reasonable adjustments.

Sanction for punctuality

Any late students arriving after 8.40am twice in the same module will result in a centralised detention on that day.

If a pupil truant a lesson then it will be recorded in the first instance as a behaviour point and include a corrective approach. It will then be escalated to a centralised detention and the subsequent sanctions if truancy persists.

Homework

Homework is an important part of the pupil experience at Leigh Academy Tonbridge. Students will have homework set regularly and students are expected to complete it on time once it has been set on Google Classroom.

If a pupil has not completed their homework on time then a homework detention will be set for the work to be completed on a named day..

Persistent offences/serious incidents

All pupils are expected to take responsibility for their actions and their choices at all times. For a serious breach of our code of conduct a pupil will always be suspended if they:

- Swear at a member of staff (even under their breath)
 - Defy a member of staff by walking off when being spoken to/reprimanded
 - Persistently fail to follow instructions
 - Physical attack on another student including child on child abuse
 - Smoke or Vape on school premises
 - Theft
- Please note that for persistent offences or those of a more serious nature, the Academy will consider other sanctions which may involve advice from the Local Authority and can include fixed term suspension, academy council panels, a direction offsite to another school and as a last option a Permanent exclusion.
 - Possession of banned/illegal items and verbal or physical assault will always be taken with the utmost severity and will not be tolerated in any way by the Academy as per the Home School Agreement.
 - The Academy is committed to working with outside agencies to avoid all persistent offences or serious incidents.

THE ACADEMY'S ANTI-BULLYING POSITION:

Definition of bullying

Bullying is “Any direct or indirect behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual or a group either physically or emotionally”. This means that bullying is intentional, causes harm and is usually repeated over time.

We distinguish between bossiness, upsets in friendship, pretend play and bullying. Bullying is on a continuum of behaviour and the academy recognises that it is often more complex than a straightforward victim-perpetrator behaviour pattern.

Bullying can be emotional, physical and mental. It can include the inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Forms of bullying covered by this Policy

Including those relating to:

- Race, religion or culture.
- LDD (learning difficulties or disability).
- Appearance or health conditions.
- Sexual orientation (homophobic bullying).
- Young carers or looked after children or otherwise related to home circumstances.
- Gender, sexual and transphobic bullying.
- Preventing, identifying and responding to bullying.

The academy will:

- Be vigilant in student and staff interactions with each other and inform the Student Support Managers, Director of Progress or member of SLT as appropriate if any bullying concerns are had.

- Encourage students to be vigilant and make staff aware of any known bullying to ensure it can be dealt with. Students can report any concerns via the 'worry button' on the Academy website.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Provide regular opportunities to develop students' social and emotional skills including empathy.
- Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, peer support, Academy Council.
- Track and monitor the incidents of bullying and inform Academy Councillors/Governors .
- Regularly supervise key areas of the school with the support of CCTV to maximise vigilance of student interaction.
- Provide a safe place for vulnerable students.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Maintain a zero tolerance of bullying.
- Ensure that bullying is recorded on Bromcom and that staff are aware of how to report it. Persistent bullying will be reported as a 'child on child' concern.

Involvement of students

We will:

- Regularly request students' views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying and know who to talk to.
- Ensure all students are aware of the severity of bullying and the sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have. Students will be protected from bullying and aggressive behaviour, parents, staff and students will work together to resolve these issues and use appropriate strategies to change behaviour.

Parents and Carers should:

- Know to contact their child's Tutor, Student Support Manager or Director of Progress, if they are worried about bullying.
- Have access to the anti-bullying policy.
- Be supported when bullying is reported.
- Be knowledgeable about our complaints procedure and how to use it effectively.
- Be able to access independent advice about bullying.
- Work with the school to address issues beyond the school gates that give rise to bullying.

THE ACADEMY'S ANTI-DRUGS POSITION:

In all instances of suspected/confirmed substance misuse or abuse, the first consideration of all staff must be the safety and wellbeing of the student/students involved. This applies to all illegal and controlled substances.

- Once the student's immediate safety is assured, the Principal (or Senior Leader) will be immediately informed.
- In instances involving the misuse or supply of an illegal or controlled substance on the academy site, parents/carers will be informed unless it is believed that this would jeopardise the safety of the student.
- If the academy becomes aware that a student may be using illegal substances outside of the academy the safeguarding policy will be used to support the student in the first instance.

- The academy will not knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking/consuming of cannabis or any other drug. After careful consideration, the Principal or his/her agreed delegate will usually involve the local Police.
- In instances involving the use or possession of illegal substances on the school site, the school will normally impose a fixed term exclusion of an appropriate length. Following the student's negotiated return to school, a programme of support will be discussed with the student, parents/carers and the Police, and implemented.
- In instances involving the serious misuse of an illegal substance, supply, or intent to supply, of an illegal substance by a student, the academy will involve the local Police and will normally impose a permanent exclusion.

In all instances, consideration should be given and reference made to the academy's guidance on confidentiality and safeguarding of all in its care.

Establishing the Nature of Incidents

When an incident involving drugs, or suspected to have involved drugs, occurs, academy staff will conduct a careful investigation to judge the nature and seriousness of the incident. During the investigation, the emphasis will be on listening to what people have to say and asking open, rather than closed or leading, questions. Students involved will be interviewed separately and accompanied by a supportive adult. The Principal or his/her agreed delegate will consult with and involve others as deemed appropriate. If it is decided that the Police should be involved, instructions will thereafter be taken from that authority in consultation with the Principal or his/her agreed delegate.

Parental Permission for Police Interviews

There may be occasions when the Police wish to interview a student. In all circumstances, parents/carers will be informed before Police interviews are agreed to by the Principal or his/her named delegate. Academy personnel will ideally be present at Police interviews, in the absence of parents/carers. Unusually, a parent/carer may give permission for their child to be interviewed without their presence. These instances will be logged and recorded on the student/student's file.

Instructions for Staff regarding the Discovery of Drugs

On site

- If possible, retrieve the drugs in the presence of a witness. Do not use a bare hand to retrieve. Details should be recorded and the Police contacted. The Police will collect and store or dispose of the drugs in line with locally agreed protocols. Drugs paraphernalia, such as pipes, needles and syringes, should be placed in a sturdy, secure container prior to disposal per agreed protocols.

On a person

- Always retrieve drugs in the presence of a witness, preferably an adult.

Then:

- Place the substance in a sealed container.
- Sign and date the container and ask a witness to countersign.
- Write a statement documenting the incident / findings.
- Do not investigate the substance.
 - Take the container and completed record to the Principal or his/her named delegate.
 - The Principal or his/her named delegate will lock the substance in the school safe and contact the local Police who will remove it from the premises.

The Powers to Search and Confiscate

Leigh Academy Tonbridge will always attempt to seek consent for a search (although there may be circumstances in which it is deemed inappropriate to obtain prior consent) and ensure that an uninvolved adult is present. Searches should be conducted in such a way as to minimise potential embarrassment or

distress. It will not be appropriate for a member of staff to carry out a personal search of a student; nor will personal property be searched without consent. Every effort will be made to persuade the person to hand over any item he/she is holding (or is suspected of holding) voluntarily, in the presence of an adult witness. If consent is refused, the Principal or his/her named delegate may consider it appropriate to involve the parents/carers or to call the Police. Staff may, however, search school property, for example, lockers, even when consent is refused. After any search involving students, parents/carers will normally be informed by the academy, regardless of the outcome of the search. In all cases of a search, the academy will balance the likelihood that an offence has been committed against the risk of infringing the privacy of the individual without just cause. A search will be recorded on Bromcom and will be completed by a trained DSL alongside another member of staff.

The Law protects staff from liability during search and confiscation for loss or damage to these items, provided they have acted reasonably and have adhered to the published behaviour policy.

Where a Director of Progress, SLT member or the Principal have reasonable grounds, pupils may be searched for:

- Knives and weapons
- Drugs and or alcohol
- Stolen items
- Tobacco, cigarette papers and other smoking paraphernalia such as lighters and e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for
- Weapons, knives, illegal drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the Principal to decide if and when to return a confiscated item.

The power to use reasonable force

Staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom and around the academy. However, staff at Leigh Academy Tonbridge will use all other non-confrontational techniques to diffuse the situation before considering the use of reasonable force.

Police Involvement

Leigh Academy Tonbridge reserves the right to call on Police assistance for the detection of drugs on school premises. In such instances, the agreement of the parents/carers of any students affected will be sought. Police expertise may be used both for detection of drugs and as a deterrent against their abuse.

Drugs Education at Leigh Academy Tonbridge is designed to:

- Address issues of relevance to young people
- Allow students' opinions to be articulated and heard
- Be delivered by well-prepared teachers who will avail themselves of interactive techniques such as role play/debates etc
- Take into account the views of parents/carers who are members of the wider community
- To support parents/carers with a view to enabling them to talk effectively with their children about drugs use and abuse

Drugs education will be delivered through a range of strategies including:

- PSHE Lessons
- Guest speakers
- Outside agencies, organisations and charities including the Police.
- Age appropriate assemblies
- Form Tutor Time

POLICY REVIEW AND RATIFICATION

Policy reviewed annually and ratified by the Academy Board in September.

This review by SLT February 2024

Summary of amendments to this iteration: A review and re-write to include 'disruption free learning' approach.

Ratified by the Academy Board

Next review July 2024