



Leigh Academy Tonbridge

Behaviour Policy

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1. Introductory Statement	2
2. Roles and Responsibilities	4
3. Communicating our Policy	6
4. Behaviour in Corridors and Around the School Site	7
5. The Journey to and from Home and Outside of Academy Hours	7
6. Ready To Learn	8
7. Praise and Reward	11
8. Support and Early Intervention	12
9. Sanctions for Poor Behaviour Choices	12
10. Equality to Include Reasonable Adjustments for Students with SEND.	14
11. Direction off Site (DoS) Placements	15
12. Investigating Incidents	15
13. Confiscating Items	16
14. Searching Students –Searches with and without consent (Education Act 2011)	16
15. Use of Reasonable Force	18
16. Suspensions	19
17. Permanent Exclusions	20
18. Reintegration Meeting	20
19. Following a Reintegration	20
20. Monitoring and Evaluation	20
21. Chromebook usage	21

1. Introductory Statement

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

1.1 Aim

Leigh Academy Tonbridge aims to have exemplary behaviour for learning in every lesson; and appropriate conduct on the school grounds, to and from school and on all school based activities. Whether or not students are in school uniform, they must behave appropriately in public, ensuring they present themselves and the school in the best of lights. 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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive

mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop students' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

1.2 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
- Behaviour in Schools Advice for headteachers and school staff 2024
- Searching, screening and confiscation at school July 2022
- 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 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024
- Supporting pupils at school with medical conditions 2015
- Special education needs and disability (SEND) code of practice: 0-25 years 2015
- Leigh Academies Trust Suspensions and Permanent Exclusions Policy 2024-25

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).

1.3 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

1.4 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.

1.5 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.

2. Roles and Responsibilities

2.1 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.

2.2 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.

2.3 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
- Staff must tell students when they are at each stage of the school's 'Remind, Reinforce and Removal' process to support disruption free learning.
- Modelling positive behaviour and building relationships at all times
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording behaviour incidents accurately and in a timely fashion
- Following up incidents every time, retaining ownership and engaging in reflective dialogue with pupils
- Always challenging pupils who are not behaving in a way that embodies our core values
- Attending duties on time and engaging 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](#)

2. 4 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 duties under the 2010 Equality Act. Trust academies make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on suspensions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

3. Communicating our Policy

The academy aims to ensure that our policy is understood by all and that feedback from staff, students and parents is used to further develop our policy.

We will ensure that parents/carers are fully informed of the behaviour policy by communicating it through the academy rules, academy prospectus, Home-Academy agreements, website, newsletters and other normally used channels.

We will communicate our behaviour policy to all new and existing students through our aspire tutor programme, academy assemblies, and within the curriculum wherever relevant and appropriate.

We will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate languages and formats where available.

We will seek to ensure that all staff are consulted regularly about the policy and its implementation; and that all the staff are informed of the standards of acceptable and unacceptable student behaviour through the Staff briefing, academy policies and staff-training programme.

We will communicate regularly with students and parents/carers about the standards of acceptable and unacceptable behaviour through the academy rules, prospectus, Home-Academy agreement, assemblies, website, newsletters, and letters to parents/carers.

The academy defines acceptable behaviour as that which promotes mutual respect, courtesy, co-operation, and consideration from all students in terms of their relationships with other students inside/outside the academy, teachers, and other academy staff and with visitors or other persons inside/outside the academy premises.

This is based on the following:

- The right of all students to have the best possible learning environment
- The right for everyone at Leigh Academy Tonbridge to feel safe and cared for and be treated politely and fairly
- The duty of everyone at Leigh Academy Tonbridge to care for each other and promote a good image of the academy
- The ability of everyone to take responsibility for their own behaviour and recognise the impact of their behaviour on others within the academy and greater community
- Good communication with parents or carers, outside agencies and other Academies.

The academy has defined unacceptable behaviour as behaviour that causes others within the community physical and/or mental harm and/or behaviour that disrupts the learning community in the academy. This can include:

- name calling
- verbal abuse, including swearing, discriminatory remarks, and threatening language
- threatening behaviour
- intimidation
- physical abuse, including fighting

- sexual misconduct
- bullying and harassment, including racist, sexist, and homophobic abuse
- the sharing of views or opinions that could be considered extreme in nature, designed to cause alarm / distress or spread hate amongst groups within the academy or community as a whole.
- disruption to the learning environment
- possession of items likely to cause injury or offence to themselves or others
- smoking / vaping (including possession of smoking or vaping paraphernalia)
- possession / use of illegal drugs (inside or outside the school premises)
- vandalism
- truancy and running away from school
- refusing to comply with disciplinary sanctions
- anti-social behaviour in the local community

4. Behaviour in Corridors and Around the School Site

During transitions between lessons (going from one lesson to another) students will act appropriately. Students will not run or loiter in corridors.. Students must use the correct stairwell when transitioning to and from classrooms on the top corridors, and follow the one way systems. 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 / 3G.
- Students are not permitted to be outside of their break and lunchtime area – additional arrangements will be made for wet weather
- No ball games are allowed before school; at break and lunch football is only to be played on the MUGA; basketball can be played on the playground; small keep up games can be played on the playground at break and lunch

5. The Journey to and from Home and Outside Academy Hours

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each pupil 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

6. Ready To Learn

6.1 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 8.45am 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.

6.2 Morning Line-Up at 8.45am

Form tutors will greet their groups on the playground and conduct a daily check to ensure that their pupils are ready to learn. 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 begin their day. 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.

6.3 Behaviour For Learning In The Classroom

All lessons last for 60 minutes; during this time pupils are 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 Academy's "routines for learning".

1 Arrive on time, wait for the teacher to meet you at the threshold of the classroom whilst you are waiting calmly.	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 silent starters as directed by your teacher.
5 Copy title, date and read through learning objectives and approaches to learning.	6 3-2-1 Focus (Focus means sitting up, silent, hands empty, directing attention)	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.

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 'Routines for Learning' students are expected to:

- Arrive for lessons on time.
- Line up calmly 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)

6.4 Behaviour System

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. Staff will tell students when they are at each stage of the school's 'Remind, Reinforce and Removal' process to support disruption free learning.

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 judgement as to how many times this may and can be used before being escalated.
- Reminders can include moving into the 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.

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.

If pupils accumulate multiple 'reinforce' points in a Week/Module then the following sanctions will be recommended:-

Number of removals in a Week/Module	Consequence
3 reinforces in a week	College Detention
15 reinforces in a module	1 day isolation
20 reinforces in a module	1 day external isolation

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, and he/she will be collected by a student manager or member of SLT and relocated in the Reflection Room (RR).
- Staff will need to raise a Bromcom general alert 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 or member of SLT, 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.
- Failure to arrive or refusal to go to the Reflection Room will result in an external isolation or suspension.
- If a student is sent to the Reflection Room, the member of staff who sent the student out will meet 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 parents will be contacted. If a student is disruptive within the RR at any point then it will result in an external isolation or 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
10 removals	1 day external isolation
14 removals	1 day suspension
18 removals	2 day suspension

6. 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 **Subject Detention** will be set for the work to be completed on a named day.

7. Praise and Reward

We, as an academy, strongly believe that praise is important to the success of every student's well-being. Our aim is to increase self-esteem and raise achievement by rewarding adherence to the academy's minimum standards of behaviour in the academy community. We recognise and promote good and improved behaviour by students through a system of recognition and rewards.

Reward System	Description
Conduct Points	Achievement points can be awarded through our Bromcom System at any time (behaviour points are subtracted from each student's total). 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 conduct points will be celebrated - this will be visually displayed for pupils within the Academy. • 100 - Bronze Learner • 175 - Silver Learner • 250 - Gold Learner
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.

8. Support and Early Intervention

We closely monitor student behaviour and put in place strategies to support students who show signs of developing a behaviour concern. This includes individual students who may be at risk of disaffection or suspension and who may require additional behaviour support because of a medical condition and / or child protection.

This may include the use of

- One to one mentoring by appropriate older students or members of staff
- Student report system (form tutor, Director of Progress, or member of SLT)
- SEN intervention
- The use of outside agencies where possible
- Curriculum provision
- Adaptive teaching strategies
- Homework/study support

We will develop measures such as the student report system to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. This also reminds the student to use the skills being learnt whilst on report when facing barriers during learning. We will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the academy. Parents/carers will be contacted promptly by the academy and normally within one working day (when possible) to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

9. Sanctions for Poor Behaviour Choices

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the academy rules; or make suitable reparation.

The academy uses a range of sanctions to deal with inappropriate behaviour by students, these may include:

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 College Detention which is 50 minutes after school with members of SLT.. • If a pupil is absent on the day of a detention, on their first day of return they will be expected to attend the detention set. If a pupil does not attend a Centralised College Detention, they will receive a 90 minute detention which will be hosted on the next day by members of SLT. • If a student fails to complete the 90 minute detention then they will be placed into a one day isolation (including the missed detention). • Detentions are conducted centrally. During the detention pupils are encouraged to complete homework, therefore supporting them to establish a positive routine that can be maintained outside 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. Reasons for entry to a centralised detention beyond 'removal':- 1. 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 College Detention the following evening for 50 minutes. 2. If a student's chromebook runs out of charge during the school day or leaves the Chromebook at home then they will automatically be entered for a 50 minute Centralised College Detention by the class teacher. 3. 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 College Detention.

	4. 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 reminder 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 College Detention. 5. If a student is seen eating outside the restaurant and refuses to return to the restaurant then they will be issued a Centralised College Detention. 6. If a student is late after 8.45am twice in a Module then they will be issued a Centralised College Detention by the Attendance Officer for that same day. 7. If a student attends the Academy without the correct equipment then they will be issued a 15 minute Centralised College 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. 8. If a student truants a lesson or is 'late to lesson' on more than three occasions over a school week, they will automatically be issued with a Centralised College Detention
External Isolation	This consequence is used in incidents when there is a serious breach to our behaviour policy, but not significant enough to warrant a suspension. The parent/carer will be informed of the expectations for this placement (locations, timings and expectations). If the student attends, and then fails to meet the expectations and standards required, this will then be escalated to a suspension.
School report	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 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, Form Tutor, Director of Progress, Assistant Head of College and Head of College

Please note it is the parent's responsibility to arrange suitable travel arrangements, and the academy does not have to have due regard to any inconvenience this may cause, however due consideration will always be given to a student's safety. If it was considered that to impose the detention would put the student at risk, or that the circumstances deemed the detention to be unreasonable then an alternative date and time for the detention could be imposed.

10. Equality to Include Reasonable Adjustments for Students 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 school's Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Staff can refer to the Inclusion Register and pupil support plans (PSP) for further information. Some students may need a differentiated approach in order to break down their individual barriers to learning.

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

11. Direction Off Site (DoS) Placements

An alternative strategy to address serious poor behaviour is for a student to transfer to another academy / Local School as part of a "direction off site" via the West Kent Learning Federation (WKLF). This intervention will last for 12 weeks. If it is successful the family and child will have the option to remain permanently on roll at the receiving school or return to the Academy. If it is unsuccessful the student will return to the Academy.

In accordance with statutory DfE guidance, the threat of permanent exclusion would never be used to influence a parent's decision to remove a student from Leigh Academy Tonbridge and we would always consider the best interest of the student in any decision. There is no legal obligation for the academy to fund any associated costs such as transport or uniform, but consideration may be given for parents facing financial difficulties.

12. Investigating Incidents

All students will be required to write an account, and some may be verbally asked questions to verify or clarify their accounts. In some cases, a member of staff will scribe the student's account; this will be read back to the student to ensure it is accurate and the student's voice. This information will be collated and carefully examined before any decisions are made.

We will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of incident accounts.

- We will provide adequate non-contact time for the conduct of investigations
- We will notify the police and other relevant bodies of incidents where it is appropriate to do so
- We will complete all investigations within a reasonable timescale, which will not normally exceed five days
- We will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action
- We will offer anonymity where possible, but this may not always be viable

- During serious incidents, students will be held in internal isolation so that a full investigation can take place

A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the academy.

13. Confiscating Items

All staff have the right to confiscate items which students are not permitted to bring to the academy and or are disrupting the learning environment, (this includes items that contravene the uniform policy of the academy). Any items confiscated will be given to the students' College Team and can only be collected at the end of the academy day.

The following items WILL NOT BE RETURNED and may be passed to the police or disposed of.

- Smoking materials including E-cigarettes / vapour type smoking devices
- Alcohol
- Pornography
- Drugs (including prescription if not prescribed for them)
- Substances that are or appear to be illegal or dangerous
- Knives or any other weapon

There may be instances where parents are asked to come and collect other items.

14. Searching Students –Searches with and without consent (Searching, screening and confiscation at school July 2022)

Only members of staff authorised by the Principal have the right to search for items where they reasonably suspect that the items have been, or could be, used to cause harm, to disrupt teaching or break the academy rules.

Searching with consent – academy staff authorised by the Principal may search with the student's consent for any item, whilst noting that the ability to give consent may be limited by age or other factors.

Searching without consent - Authorised staff may only search without the student's consent for anything which is either 'prohibited' (as defined in Section 550ZA of the Education Act 1996) or appears in the academy rules as an item which is banned. Searches without consent can only be carried out on the academy premises, or, if elsewhere, where the authorised member of staff has lawful control or charge of the student, e.g. on an academy trip.

Prohibited items are:

- knives or weapons
- illegal drugs
- pornographic images
- fireworks
- alcohol
- vapes
- tobacco and cigarette papers
- stolen items
- caffeinated energy or/and fizzy drinks
- aerosols including deodorant, perfume, and hair spray
- chewing gum
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

The Police will be contacted if any weapons, knives, illegal substances and extreme or child pornography is discovered by a member of staff.

In carrying out the search:

The authorised member of staff must have reasonable grounds for suspecting that a student is in possession of a prohibited item i.e., an item banned by the academy rules, and which can be searched for.

The authorised member of staff should take care that, where possible, searches should not take place in public places e.g., an occupied classroom, which might be considered as exploiting the student being searched.

The authorised member of staff carrying out the search must be the same gender as the student being searched; and there must be a witness (also a staff member) and, if possible, they too should be the same gender as the student being searched.

There is a limited exception to this rule:

Authorised staff can carry out a search of a student of the opposite gender including without a witness present, but only where you reasonably believe that there is a risk that serious harm will be done to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Extent of the search:

The person conducting the search may not require the student to remove any clothing other than outer clothing.

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; blazer; jacket; gloves and scarves).

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Use of reasonable force – force cannot be used to search without consent for items banned under the academy rules regardless of whether the rules say an item can be searched for, unless such item is found in the list in section 15 (Use of Reasonable Force)

15. Use of Reasonable Force

The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with students. Force is usually used either to control or restrain, which could range from guiding a student to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable in the circumstances means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading by the arm out of the classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

All members of staff have the legal power to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The Principal and other authorised members of staff can use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all items listed as prohibited, reasonable force will only be used, if necessary, to search for the items listed above.

The decision whether or not to physically intervene is down to the member of staff's professional judgement and will depend on individual circumstances.

All Staff are expected to adhere to the Staff Code of Conduct and in line with statutory guidance Leigh Academy Tonbridge adheres to the principle that force is not used as a punishment in any circumstances.

16. Suspensions

The academy follows guidance from the Department for Education, entitled "Suspension from Maintained Academy's, Academies and Students Referral Units in England".

The aim of Leigh Academy Tonbridge is to be positive in our approach to discipline and behaviour management. There are instances however where it is not possible to deal with an issue through employing one or more of the strategies outlined in our policy due to the seriousness or nature of the matter. In such circumstances we have no alternative but to suspend a student from the academy. This may be internal or external, fixed term or permanent depending on the breach in academy rules.

Types of behaviour for which a suspension from the academy is likely include:

- Violence or aggression towards another student or a member of staff, including fighting, spitting, and threatening behaviour
- Inappropriate sexualised behaviour towards another student.
- Serious bullying (see anti-bullying policy)
- Verbal abuse of a member of staff
- Bringing/using a prohibited substance or item onto academy premises – these include illegal drugs, alcohol, pornography, weapons (including BB guns and catapults) and smoking materials
- Defiance of staff or academy regulations, or disrupting learning over a period of time
- Damage/theft to academy property or that of staff/students
- Acting in a way likely to endanger others

17. Permanent Exclusions

All of the above could result in a permanent exclusion. The Headteacher may permanently exclude for 'one off events' and may only do so where there has been a serious breach of the academy's behaviour policy, and where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy. The Headteacher may also permanently exclude for persistent breaches of the behaviour policy. In all cases permanent exclusion can result from behaviour inside or outside school.

18. Reintegration Meeting

The student and parent or carer will meet with a member of staff to discuss the reintegration of the student to the academy. The parent can request the meeting to take place remotely and any requests must follow the guidance within the original suspension letter. The purpose of the meeting is to examine the causes of the suspension and set up a plan to manage the students' return to the academy. In the absence of the parent the academy may refuse to allow the student to return to the academy or may set up a reintegration plan that does not have the benefit of parental input.

Other representatives such as governors, including representatives of external agencies such as the police may be invited.

19. Following a Reintegration

The student may be placed on report in order to review their behaviour following the reintegration. Support will be given, and targets must be met within a mutually agreed time frame. Students who receive a suspension be it internal or external will not be permitted to represent the academy in any events for a period no shorter than two weeks after their return.

20. Monitoring and Evaluation

The policy will be reviewed annually in line with latest guidance. The next date for review is July 2026.