Leigh Academy Tonbridge

Behaviour Policy

Written by	Patrick Bidder - Vice Principal
Date of issue	September 2026
Reviewed and Approved by	SLT
Date of next review	July 2027

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 Academy Hours **8**
6. Ready To Learn **8**
7. Praise and Reward **11**
8. Support and Early Intervention **12**
9. Sanctions for Poor Behaviour Choices **13**
10. Conduct Cards **14**
11. Leaving Site Without Permission **15**
12. Bullying **16**
13. Mobile Phones **17**
14. Equality to Include Reasonable Adjustments for Students with SEND. **17**
15. Direction Off Site (DoS) Placements **18**
16. Investigating Incidents **18**
17. Confiscating Items **18**
18. Searching Students –Searches with and without consent (Searching, screening and confiscation at school July 2022) **19**
19. Use of Reasonable Force **21**
20. Suspensions **22**
21. Permanent Exclusions **22**
22. Reintegration Meeting **23**
23. Following a Reintegration **23**
24. Monitoring and Evaluation **23**

1. Introductory Statement

At Leigh Academy Tonbridge we are committed to challenging and defying 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 expects exemplary behaviour for learning in every lesson; 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** and a **warm strict approach**, so that all students are given the best opportunity to achieve their potential. Lessons are 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.

At the start of every year the Academy delivers an intensive two week behaviour curriculum through both tutor time and subject lessons. This is then repeatedly returned to in video communication to students by the Principal and Vice Principal in two videos per week.

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.

- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Behaviour in Schools Advice for Principals and school staff 2024
- Searching, screening and confiscation at school July 2022
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Restrictive interventions and the use of reasonable force in schools April 2026
- Keeping children safe in education September 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
- 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 2026-27
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

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

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.

1.4 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 trainee 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
- Following a warm strict approach in which consequences are certain but not severe
- Distinguishing between behaviour and people, using language that focuses on the action rather than the student
- Telling students when they are at each stage of the school's 'Remind, Reinforce, Reset 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 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 follow the Leigh Academies Trust and Leigh Academy Tonbridge policies applicable to their role.

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.

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 behaviour curriculum, aspire tutor programme, Academy assemblies, and within the curriculum wherever relevant and appropriate. In particular, we will ensure that those students joining as in year casual admissions or on a temporary direction offsite are clearly briefed in detail on our behaviour expectations.

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:

- Sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school. Students should not be in clearly defined ‘Out of Bounds’ areas and will be sanctioned if they are found there.
- 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 their break and lunchtime area – additional arrangements will be made for wet weather

- Before school, at break and lunch, football is only to be played on the MUGA and 3G; basketball can be played on the playground; small keep up games can be played on the playground.

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; no student will be allowed to pass staff at the gate unless in full uniform. If corrections are needed, the student will be sent to the uniform store for this purpose.
- Use the traffic lights crossings where possible to cross the road safely
- Use the cycle lanes/pedestrian zones safely (following the highway code of conduct at all times)
- Take any litter home and dispose of it properly
- Respect our neighbours and all local residents

Students will be made aware that staff instructions to disperse in the community should always be followed as these relate to safety and reputational risk. Students must also understand that consequences can be issued for behaviour in the community.

6. Ready To Learn

6. 1 Preparing for the day

The Academy day starts at 8.35am and we expect pupils to be onsite and on their way to their morning lineup by 8.40am. The Academy gates will be open to pupils from 8.00am onwards.

Any pupil not in line up by 8.40am will stay with a member of senior leadership at the playground benches. Tutors will consequently mark students as Late and if this happens three times in a week, they will receive a 60 minute after school detention.

Students who arrive extremely late (after 9am) must wait in reception until a member of the senior leadership team is available to speak to them. A lunchtime detention will be set and should such behaviour continue, their sanction will escalate through after school 60 minute detention, reflection room, external isolation and if necessary, suspension.

If any lateness is due to unavoidable transport issues, although the sanctions will be set in the first instance, it is the student's responsibility to notify their college teams, who will use their discretion in confirming or removing the sanction.

6.2 Morning Line-Up at 8.40 am

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 Disruption Free Learning In The Classroom

All lessons last for 60 minutes; during this time pupils are expected to follow our clear 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.

The following diagram sets out our clear and simple expectations for entrance and exit and will be placed in every classroom, and taught in the behaviour curriculum.



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.

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 during the Silent Starter
- 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 to the best of their ability without disrupting any other student's learning
- Students will not be given permission to access toilet facilities or fill up water bottles during any lesson (dispensations on medical grounds will be made on an individual needs basis)

6.4 Behaviour System

Students must be fully engaged in the lesson. If they are not fully engaged then staff will follow the 4 stage approach of remind, reinforce, reset and remove. At the reset stage, teachers will alert senior leadership who will attend the classroom, speak to the student, reset their expectations and return them to the lesson. Although a lunchtime detention will be set at this stage, we expect students to return and complete the lesson. Should the student then continue to defy our expectations, they will be removed from the classroom to stop the disruption of others' learning. Staff will tell students when they are at each stage of the school's 'Remind, Reinforce, Reset and Removal' process to support disruption free learning.This will be recorded on the whiteboard at the front of the classroom.

College teams and teaching staff also retain the discretion to communicate and support students with SEND at any stage of the lesson.

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 in 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 be explicitly told that they are at this stage to remove ambiguity and will have their name written on 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.

Stage 3: Reset:

After the Reinforce, should the poor behaviour continue, the teacher will then alert senior leadership, who will attend the room to reset the student and return them to lesson. At this stage, a lunchtime detention will be set for the same day (Period 1 -3 lessons) or the next day if the

Stage 4: Remove:

- If the student has not responded in the correct way to the Remind, Reinforce and Reset 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 the member of staff on Learning Walk and relocated to the Reflection Room (RR) for the next five periods running into the next day. Whenever in the Reflection Room, a student's day ends at 4.20pm.
- Parents will receive an alert through 'My Child At School ('MCAS') when a student is placed in a lunchtime detention. Parents will also be alerted through MCAS should the incident escalate to a removal. Consequently the student will face 5 periods in the Reflection Room including until 4.20pm that same day. Parents will then receive after 4pm a phone call from the college team leadership (Head of College, Assistant Head of College or Director of Progress) informing them of the reason for this sanction.
- 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 removed them 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 requires a reset twice in the day, he or she will sit a full day in the Reflection Room the next day.

Failure to sit an after school 60 minute detention will result in a 100 minute detention after school on Friday.

Two missed detentions in a week will result in a day in the Reflection Room.

Failure to attend a 100 minute detention will result in a day spent in the Reflection Room

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, with an overall aim of a ratio of 5:1 positive to negative points.

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** • **250 - Silver Learner** • **500 - 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 with the Principal.**
Recognitions	**Staff will identify students weekly for recognition in assemblies. These will be shared with all students in assemblies.**
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.**
Awards Evening	**Every year in Module 6 the Academy will host an Awards evening at which each subject will publicly praise students for attainment and effort. There will also be prizes from college teams and the principal of the Academy.**
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.**
Work of the week	**Displayed in college assemblies**

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)

- Behaviour Contract
- 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 to notify them of any reported serious incidents of misbehaviour in which their child has been involved. This will take the form of at least a holding call on the day of the incident should the investigation be ongoing.

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 resolution with the student, parent and Academy.
Lunchtime Detentions	The following will result in a lunchtime detention: ● When after a Reinforce, the classroom teacher alerts senior leadership to the need for a reset ● When a student receives three signatures in a day on their conduct cards ● When a student is significantly late to school ● In the discretion of all Academy Staff

	Failure to attend a lunchtime detention will result in escalation to an after school 60 minute detention.
After School Detention	A 60 minute after school detention will be issued in the following circumstances: ● Failure to attend a lunchtime detention ● In the discretion of any staff member
100 minute After School Detention	A 100 minute after school detention will be issued in the following circumstances: ● Failure to attend a 60 minute after school detention ● In the discretion of any staff member
Reflection Room	Periods in the reflection room will be issued in the following circumstances: ● Removal from lesson (RR will start immediately) ● Two resets in a day (RR will be sat the next day) ● Failure to attend a 100 minute detention ● Two missed detentions in a week ● In the discretion of that students' college team or senior leadership Following any removal from lesson the student will sit 5 periods across two days in the reflection room. When in the reflection room, a student's day ends at 4.20pm.
External Isolation	This consequence is used in incidents when there is a serious breach of 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 required conduct). 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 triggered by removals from lesson: 30 Negative Points: Form Tutor 50 Negative Points: Director of Progress 100 Negative Points: Assistant Head of College 150 Negative Points: Head of College Should a student's poor behaviour continue they may then be referred to our Inclusion Manager for intensive behaviour support. When on report, a student may be asked by the college team to hand in their phone to them each morning and collect it at the end of the day.

	Other reports exist for use by college teams to manage Attendance, Academic Progress and Puncuality.

For further information on how sanctions are delivered consistently, please refer to the following tariff which outlines the consequence that follows certain actions:

The Academy reserves the right however to depart from sanctions indicated in the tariff due to either mitigating or aggravating factors.

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. Conduct Cards

At Leigh Academy Tonbridge, we are committed to maintaining a supportive, safe, and focused learning environment. To help guide students in making positive daily choices and to support their personal development, we utilise a Conduct Card system. This initiative helps students stay mindful of our core behavioural expectations throughout the day and encourages them to take responsibility for their actions.

All students are required to carry a pocket-sized Conduct Card at all times. The card serves a dual purpose:

- **Rewards:** It enables the Academy to reward students with positive behaviour points when they consistently meet behavioural expectations across a week.
- **Corrections:** When students do not meet these expectations, a staff member will record this by placing a signature on the student's card.

If a student receives three signatures on their Conduct Card during a school day, a lunchtime detention will be set by their form tutor the next day.

Examples of conduct that may result in a signature include (but are not limited to):

- Uniform issues (e.g., rolled skirt, untucked shirts, tie off, wearing jewellery)
- Moving unsafely around the site (e.g. running, pushing)
- Inappropriate language or swearing
- Littering
- Eating or drinking outside designated areas
- Consuming banned items (e.g., chewing gum, fizzy drinks)
- Poor manners or impolite behaviour
- Drawing on oneself or others

- Being in out-of-bounds areas

Students are expected to keep their Conduct Card safe and accessible at all times. Sanctions will be issued immediately if a student refuses to present their card to a member of staff or if they have lost it.

11. Leaving Site Without Permission

At Leigh Academy Tonbridge, the safety, security, and well-being of our students is our absolute priority. During the school day, the Academy acts *in loco parentis*, meaning we have a strict legal and moral responsibility to keep every child safe on our site.

Leaving, or attempting to leave, the school premises without explicit staff permission is a severe safeguarding breach. This behaviour not only places the individual student in immediate, unsupervised danger, but it also compromises the safety of all other students by diverting critical staff resources to search for and secure the missing child. Because of the serious risk this poses to our entire school community, truancy from the school site will not be tolerated.

Sanctions for Leaving the School Site Without Permission

To ensure the safety of our students and maintain clear boundaries, any student found leaving or attempting to leave the Academy grounds without authorisation will face the following escalating consequences:

- **First Offence:** 5 periods in the Reflection Room.
- **Second Offence:** 1 Day of External Isolation.
- **Third Offence:** Suspension (Fixed-Term Exclusion).

Following any incident of a student leaving the site without permission, parents/carers will be contacted immediately. A reintegration or behaviour meeting may also be required to ensure the student understands the severity of the safety risks involved.

12. Bullying

We believe that every member of the Leigh Academy Tonbridge community should be treated fairly by all other members of that community. We expect equal opportunities for everyone, which includes feeling safe, welcome, and not becoming a victim of bullying.

Bullying is defined as the use of aggression with the intention of hurting another person, which results in pain and distress to the victim. Those who bully use power to cause suffering, and there can be no place for this in this Academy. Bullying of students and staff will not be tolerated. The Academy condemns all forms of bullying and seeks to help students, staff, governors and parents/carers in defeating it wherever it arises.

Action is always taken against those that bully, while also acknowledging that an attempt will be made to help the perpetrators change their behaviour.

For comprehensive details regarding our specific procedures, we ask all stakeholders to refer to the Leigh Academy Tonbridge Anti-Bullying Policy. This dedicated document thoroughly outlines:

- Our complete rationale and the identification of different types of bullying (including emotional, physical, racist, sexual, homophobic, verbal, cyber, and misuse of associated technology).
- The graduated approach to resolving incidents, which seeks stakeholder's support to ensure a successful resolution. This ranges from encouraging reconciliation and restorative meetings, up to a range of sanctions for serious or repeated cases that may include isolations, fixed-term suspensions, or permanent exclusion from school.
- How we track and record patterns, including logging incident details clearly and accurately on Bromcom.
- Our prevention methods and education strategies, such as ensuring that the theme of bullying is an integral element of the curriculum and providing clear anti-bullying messages through displays in all parts of the Academy.

13. Mobile Phones

At Leigh Academy Tonbridge, our primary objective is to cultivate a safe, focused, and disruption-free environment that maximises learning. Furthermore, we are committed to fostering genuine, face-to-face social interactions among our students to build a strong community spirit. Mobile phones act as a significant barrier to these goals; they are a source of distraction, a potential safeguarding and cyberbullying risk, and an impediment to healthy socialisation.

To protect our learning environment, the Academy enforces a strict "off and away" rule. Mobile phones must be completely switched off and placed securely out of sight in students' bags from the moment they cross the school gates in the morning to the moment they exit the site at the end of the day. To ensure immediate compliance, all students will be asked at the gate to hold up their mobile phone to demonstrate to staff that it is powered off before placing it into their bag.

This policy is strictly enforced and underpinned by the statutory powers granted to schools under Sections 90 and 91 of the Education and Inspections Act 2006, which provides Principals and staff with the legal authority to regulate student conduct, discipline pupils for breaching school rules, and confiscate items that disrupt the learning environment. This is further supported by the Department for Education's definitive guidance on prohibiting mobile phone use in schools.

Compliance with this policy is non-negotiable and if breached, the following sanctions apply:

- If a mobile phone is seen (including an outline in the student's pocket) or heard at any point while the student is on the Academy site, it will result in confiscation and an automatic 60-minute after-school detention.

- If a student refuses a staff member's instruction to hand over their phone, this constitutes serious defiance. The consequence for refusal is immediate relocation to the Reflection Room. The student will complete a full 5-period day in the Reflection Room (note that a day in the Reflection Room ends at 4.20pm).

If a student breaches the mobile phone policy on multiple occasions, their sanction may be escalated to time in the Reflection Room or in some cases external isolation or suspension. In some cases, at the discretion of college teams and the senior leadership team, bespoke arrangements may be required, in collaboration with parents, whereby there is an extended confiscation or requirement for that student to hand in their phone to reception or college office on a daily basis.

For the avoidance of doubt the same rules apply in full to sixth formers unless they are in the sixth form block or permitted by a teacher.

14. 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.

15. Direction Off Site Placements and Managed Moves

From 26 July 2026, a statutory off-site direction procedure applies. If a pupil is directed off-site to improve behaviour, written notice must be given to parents (or the pupil if 18 or over) and the local authority where relevant. This notice must be issued as soon as practicable and no later than two school days before the placement begins, detailing the address, reporting person, duration, reasons, and session times. The Academy will keep placements under review, provide six school days' written notice of review meetings, and confirm outcomes in writing within six school days.

A managed move is a voluntary, permanent transfer to another mainstream school or academy, agreed upon by parents and the receiving school's admission authority, and used only when in the pupil's best interests. There is no such thing as a "trial" managed move; temporary placements must instead use off-site direction. Pupils will be registered at one school only and will never be permanently excluded for declining a move.

16. Investigating Incidents

Students may 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 the Reflection Room or college office 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.

The Academy will retain all records and evidence relating to a suspension or permanent exclusion for at least six months.

17. 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 and associated fluids
- 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. Please be aware that the possession of these items will lead to serious sanctions being issued including time in the Reflection Room, External Isolations, Suspensions and potentially Permanent Exclusions.

18. 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.

If a search must take place, any Academy member of staff will ensure that the first communication with the child is a positive one. The member of staff should first ask after the wellbeing of the child before calmly and respectfully asking for their consent to search.

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 they reasonably believe that there is a risk that serious harm will be done to a person if they 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)

After any search conducted, Academy Staff will record the incident in a form provided by senior leadership.

19. 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.

Should Reasonable Force be used, any staff member of the Academy will record it in a form provided by senior leadership.

20. Separation of Pupils for Safeguarding Purposes

At Leigh Academy Tonbridge, the safety and well-being of our students is paramount. In certain situations, it may be necessary to implement a temporary separation. This process is entirely distinct from a suspension or a permanent exclusion. The Academy may temporarily prevent a pupil from attending school strictly for safeguarding reasons, such as the necessity to keep pupils apart following an allegation of harm. This is not a disciplinary sanction and will only be used in rare circumstances. If a safeguarding separation is deemed necessary, parents or carers will be informed without delay. This will always be done in conjunction with the Academy's Designated Safeguarding Lead. During any period of temporary separation, the pupil's education must continue. If the Academy or the parent does not arrange alternative educational provision, the local authority is required to arrange it.

21. 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.

Lunchtime suspensions count as a half school day when calculating a pupil's total days out of school.

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

For further information, please refer to our sanctions tariff: LATon Sanctions Tariff

22. Permanent Exclusions

All of the above could result in a permanent exclusion. The Principal 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 Principal may also permanently exclude for persistent breaches of the behaviour policy. In all cases permanent exclusion can result from behaviour inside or outside school.

In certain circumstances, the Principal has the authority to cancel (or 'rescind') a suspension or permanent exclusion. The Principal may do this at any time before the governing board meets to consider the pupil's reinstatement. If a suspension or permanent exclusion is cancelled, the Academy will adhere to the following procedures: The Academy will notify parents, the governing board, the local authority, and, where relevant, the pupil's social worker and Virtual School Head without delay. The reasons for the cancellation will be explicitly provided to all parties. Once the exclusion is cancelled, the governing board's duty to consider reinstatement ceases, and the pupil must be allowed back into the Academy without delay. Any days already served prior to the cancellation will still count towards the pupil's 45-day annual maximum for suspensions. A permanent exclusion cannot be cancelled if a pupil has already been excluded for more than 45 school days in the current academic year.

While a permanently excluded pupil remains on the admission register, the Academy will use Code D (dual-registered elsewhere), Code B (approved off-site educational activity), or Code E (not attending alternative provision) as appropriate.

Off-rolling is strictly prohibited and will never take place at the Academy. This includes pressuring a parent to remove a child under threat of exclusion or towards Elective Home Education; moving a pupil off-site against their best interests; encouraging a post-16 student to leave their course; sending a pupil home informally without a formal suspension; part-time timetabling for behavioural reasons; or removing a pupil from the roll without following the correct process. None of the above will take place at the Academy.

23. 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.

24. 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.

25. Monitoring and Evaluation

The relevant Trust governance body will routinely review data on suspensions, permanent exclusions, off-site directions, and safeguarding separations to ensure they are used strictly as a last resort. Reviews will scrutinise the Behaviour Policy's effectiveness, patterns in reasons and timing, repeat suspensions, and the characteristics of affected pupils to identify any disproportionate impact.

The policy will be reviewed annually in line with latest guidance. The next date for review is July 2027.