



Leigh Academy  
**Strood**

# **Leigh Academy Strood**

## **Behaviour Policy**

**Academic year 2025/26**

Date of issue	September 2025
Date to be revised	August 2026

# **Leigh Academy Strood Behaviour Policy**

At Leigh Academy Strood we are dedicated to fostering a vibrant learning community where all students can flourish. This behaviour policy outlines our expectations for creating a positive environment that allows everyone to reach their full potential.

Our core values to be respectful, to be kind, to be inquisitive and to be resilient are the foundation of everything we do. We believe in creating a culture where curiosity is encouraged, respect is paramount, challenges are embraced, and kindness underpins all interactions.

This policy provides a clear framework for expected behaviours, both inside and outside the classroom, including within the community when traveling to and from the academy. It details how we celebrate students who exemplify our core values, as well as the consequences for behaviour that falls short of our expectations. We believe in a consistent and fair approach, ensuring everyone understands their role in creating a successful learning environment.

We encourage you to read this policy carefully with your child. By working together, we can ensure all students at Leigh Academy Strood have a rewarding and successful experience.

## **Our Aim:**

At Leigh Academy Strood, we believe in fostering a positive culture that celebrates excellent behaviour. This ensures a calm, safe, and supportive environment where all students can thrive.

## **Our Approach:**

We implement a research driven approach to behaviour and hold a warm and strict approach to maintain high behavioural standards.

## **Our Expectations and Consequences:**

This policy clearly outlines:

- Expected behaviour: What excellent conduct looks like for students in various academy settings.
- Sanctions: The appropriate responses to unacceptable behaviour, including bullying and discrimination.

## **Consistency and Fairness:**

We ensure a consistent approach to behaviour management, applied fairly to all students and without bias.

## **Unacceptable Behaviour:**

This policy defines what constitutes unacceptable behaviour, including bullying and discrimination.

### **Implementation:**

Our behaviour policy emphasises:

- High expectations for attendance, learning attitudes, cooperation, and respect.
- Pride in appearance and conduct.
- How we all play our part in creating a calm, safe, predictable environment for all members of our community.
- Disciplinary sanctions for inappropriate actions within the community.

### **Legislation, statutory requirements and statutory guidance:**

Following the Law and Best Practices:

This behaviour policy adheres to relevant legislation, statutory requirements, and Department for Education (DfE) guidance. We recognise that behaviour management can be complex, and educators are empowered to use their professional judgement within this framework.

This approach allows educators to address the individual needs of students while maintaining Leigh Academy Strood's high expectations for behaviour.

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at academy](#)
- [The Equality Act 2010](#)
- [Keeping children safe in Education 2025](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Suspension and permanent exclusion from maintained academies, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force](#)
- [Supporting pupils with medical conditions at academy](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

To support positive behaviour at Leigh Academy Strood we have a Pupil Code of Conduct and Home School Agreement.

- [Pupil Code of Conduct](#)
- [Home School Agreement](#)

### **Recognising and Rewarding Success at Leigh Academy Strood**

**At Leigh Academy Strood, we believe in celebrating student achievement! Here's how we show our appreciation:**

### **Communication & Recognition:**

- MCAS positive communication: Parents/carers are notified of their child's achievements through letters, certificates, and automated praise messages via our MCAS platform.
- Achievement Points: Students consistently meeting or exceeding expectations earn points. Points are monitored and celebrated by pastoral staff at college line ups where students are presented with their MYP learner profile attribute badges.
- Attendance Rewards: Weekly attendance recognition.

#### **Celebrating Achievements:**

- Reward Trips and Activities: Students demonstrating engagement, improvement, or high point scores get invited to special internal and external events.
- Celebration Assemblies: Throughout the year, we hold assemblies to publicly celebrate achievements, including attendance, subject attainment and progress and staff recognition awards.

#### **Positive Reinforcement:**

- We acknowledge student achievements in various ways, including college line-ups, assemblies, tutor time, achievement assemblies, and positive home communication via emails, MCAS or phone calls.

#### **Our Expectations:**

To ensure a positive learning environment, students are expected to uphold our core academy values:

- Be Inquisitive: Ask questions, challenge ideas, and be a curious learner.
- Be Respectful: Maintain a positive academy environment by wearing the correct uniform, keeping it clean, and following instructions promptly.
- Be Resilient: Work hard, adapt to challenges, find solutions, and strive for excellence in your work.
- Be Kind: Treat others with politeness and courtesy, be friendly, and avoid causing harm or upset.

### **Leigh Academy Strood Engagement Curriculum**

At Leigh Academy Strood, we take a research-informed approach to behavior, setting unapologetically high standards to give all pupils and staff the best possible chance of success. By leaving nothing to chance, we have designed and embedded clear routines that are explicitly taught and modeled every day. This proactive approach to behaviour removes any grey area, ensuring all students know exactly how to engage and behave in and around the academy, allowing them to achieve their very best. The below routines are embedded within the everyday culture of Leigh Academy Strood, and are taught to students through our line ups, assemblies and personal development curriculum, this enables us to provide students and staff with clarity and consistency to truly flourish.



Leigh Academy  
**Strood**

# Engagement Curriculum

Etiquette	Classroom
<a href="#"><u>Line Ups</u></a>	<a href="#"><u>Threshold - Rapid Entry (Strood 60)</u></a>
<a href="#"><u>Assembly Protocol</u></a>	<a href="#"><u>Cold Calling - No Hands Up</u></a>
<a href="#"><u>Transition - Pace &amp; Purpose</u></a>	<a href="#"><u>Standard Call for Attention</u></a>
<a href="#"><u>Restaurant / Litter</u></a>	<a href="#"><u>3Rs - Engagement System</u></a>
Speaking with Respect	Scholarly Speaking

**BE INQUISITIVE - BE RESPECTFUL - BE RESILIENT - BE KIND**

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

### Misbehaviour and possible sanctions:

Promoting Positive Learning: The 3R Approach.

To maintain a disruption-free learning environment for all, we utilise a consistent three-step "3R" approach to address behavioural concerns. This approach focuses on:

- **Remind:** Gently remind the student of expectations and redirect their behaviour towards positive engagement.
- **Reinforce:** Clearly restate expectations and offer positive reinforcement for following them.
- **Remove:** When necessary, implement consequences following the academy's behaviour policy.



## 3 Rs of Disruption Free Learning

**Remind:** I am reminding you of our expectations. You need to ...

**Reinforce:** I now need to reinforce our expectations. You need to ...

**Remove:** Please stand outside.  
*Removals from lesson will spend 1 day in the IER and contact home will be made within 24 hours.*

**BE INQUISITIVE - BE RESPECTFUL - BE RESILIENT - BE KIND**

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

## **The 3R Approach to Positive Learning**

At Leigh Academy Strood, we prioritise a disruption-free learning environment for all. To address behavioural concerns, we utilise a consistent three-step "3R" approach:

### **Stage 1: Remind (Gentle Redirection)**

We understand mistakes happen. A friendly reminder can refocus students and get them back on track.

This might include:

- A nonverbal cue from the teacher
- A quiet word reminding the student of expectations
- Moving closer to the student

Examples of behaviours addressed at this stage:

- Disruptive behaviour
- Not following instructions immediately
- Calling out
- Not completing work
- Rudeness

### **Stage 2: Reinforce (Clear Direction & Support)**

If a student doesn't respond to the initial reminder, the teacher will move to the "Reinforce" stage. This is a final chance for the student to get back on track with clear, non-negotiable guidance.

This might include:

- Confiscating distracting items
- Adjusting the student's seating
- A quiet chat to allow reflection and refocusing

Behaviours addressed at this stage:

- Continued disruption after a reminder

### **Stage 3: Remove (Internal Engagement Room)**

If a student continues to disrupt after both reminders and reinforcement, they will be removed from class.

This involves:

- Being escorted to the designated Internal engagement room
- Completing assigned work
- Parent/Carer communication via Bromcom notification on MCAS app and phone call within 24 hours

Behaviours addressed at this stage:

- Continued disruption after both reminder and reinforcement



### **Maintaining a Positive Learning Environment**

At Leigh Academy Strood, we prioritise a positive and productive learning environment for all students. While teachers utilise various de-escalation strategies, there may be rare occasions where additional support is needed.

#### **On-Call Support:**

In such situations, teachers may reach out to the college on-call team for assistance. The on-call staff member will work with the teacher and student to find a solution that restores a positive learning environment.

#### **Internal Engagement Room:**

If a student needs temporary removal from the classroom, they will be placed in their College Internal Engagement Room. Here, they will receive support from their college team and they will complete assigned work from Google classroom.

#### **Investigation and Follow-Up:**

Behaviour incidents in the academy are thoroughly investigated and appropriate sanctions are implemented. The academy will always aim to complete investigations as quickly as possible.

#### **Pending during investigation:**

When students may have had involvement in an incident, they will be placed in their College Internal Engagement Room whilst statements are collected. This is to ensure the investigation isn't impacted, and allows the investigation to be completed in an effective and efficient manner. The academy will always aim to complete investigations as quickly as possible.

### **Leigh Academy Strood Community Ambassadors**

At Leigh Academy Strood, all members of our community have a responsibility to conduct themselves in a manner that will build positive relationships with our local community both within and outside of our academy. This includes on the way to and from the academy. If students conduct themselves in an inappropriate manner and bring the academy into disrepute, for example but not limited to, being rude, demonstrating disrespectful behaviour, swearing, vaping, smoking, sanctions will be applied in line with our behaviour policy. This is in line with Department of Education guidance.

### **Persistent offences/serious incidents: Consequences and Communication at Leigh Academy Strood**

#### **Sanctions and communication:**

Engagement with learning is our primary aim and for most students, a simple reminder of our behaviour expectations is all that is needed. Staff will use their professional judgement

when selecting an appropriate sanction.

Below are a range of common sanctions used by the academy:

- Communication with parents/carers:
  - This could be through a telephone conversation, email, letter or face to face meeting.
- Negative behaviour points:
  - These will be given to students who do not meet the expectations of the academy. The Head of Pastoral and the Senior Student Support Managers closely monitor those that gain these points and will take action accordingly. Each point gained has a -1 impact on their conduct score (emails are sent to parents/carers to notify them of behaviour points).
- Parental meetings:
  - Parents/carers may be required to attend a meeting to discuss the conduct of their child.
- After academy detentions:
  - The academy will issue no notice detentions for incidents that happen during the academy day, these will be either 30 or 60 minutes. If the incident occurs after Period 5 then they will be the following day (parents/carers will receive a MCAS notification if an after academy detention is required).
- Centralised detentions:
  - Where a 30 minute detention has not been attended by a student, they will instantly be referred to a 60 minute detention the following night.
  - All detentions take place within the College Internal Engagement Room.
- Internal Engagement Room(IER):
  - Where students have not attended a 60 minute detention, they will automatically be placed in the Internal Engagement Room until 4.20pm the following day and 3:00pm on Wednesday.
  - The Internal Engagement Room is also used for other incidents or whilst a child is pending the outcome of an investigation. The IER is also used if a student has been removed from a lesson or if they choose to truant.
  - The Internal Engagement Room is used for a number of sanctions in line with the academy behaviour policy.
- The Lodge:
  - The academy use the Lodge as an alternative to a Suspension. We will make this decision as per the DfE guidance, *'It is for individual academies to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils*

*may and may not do during the time they are there*’. This sanction is used to isolate pupils from their lessons for a period of one or more days.

- The Lodge starts at 8.15am and the day finishes at 4.00pm, with a finish time of 3:00pm on Wednesday.
- During the first day within the lodge they will complete reflection and supportive learning activities and will continue with their lessons on the Google classroom.
- College report:
  - Where there is evidence of a student’s poor attitude or an increase in poor behaviour they will be tracked and monitored on a 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. There are five layers of behaviour/engagement reports.
- Governor panel meeting:
  - If a student's conduct is seriously impacting the learning of others or undermining the smooth day to day running of academy operation, a governor meeting may be initiated.
  - This will involve inviting parents to a supportive meeting with the academy governor(s) and member(s) of the senior leadership team to discuss strategies to ensure positive conduct and the consequences that may occur subsequently.
- Off-Site Direction:
  - Off-site direction is used to support students in improving their behaviour and preventing further issues. It involves temporarily placing a student in another local school outside their current academy.
  - When a pupil attends another education setting to improve their behaviour a proposed maximum period of time will be discussed and agreed as part of the communication for an off-site direction.

**To support, here are some scenarios where Off-Site Direction might be considered:**

- **Following a suspension for physical altercations:** When students need time apart to reset and prevent further conflict, off-site direction can provide a safe space for them to continue their education and importantly keep up to date with their curriculum.
- **To address ongoing behavioural problems:** If academy interventions haven't been successful, off-site direction can offer a different environment and approach to help the student get back on track.

- **After a suspension for bullying:** To ensure the safety of both the victim and the bully, off-site direction can provide a temporary separation while addressing the underlying issues.
- **Following a suspension:** An off-site direction is often used following a suspension for a variety of behaviours. It's important to remember that off-site direction is a strategy to improve a student's behaviour and help them succeed on their return to the academy.
- **Other incidents:** An off-site direction can also be used in a number of other situations to support pupil well-being and safety.
- **This list above is not exhaustive and used as a guide for the Senior Leadership Team, College Pastoral Teams as well as all staff at Leigh Academy Strood. Each incident is treated on an individual basis without bias or prejudice in line with Department of Education guidance and the Equalities Act 2010.**

**Suspension:** Physical assault, verbal abuse to staff, dangerous behaviour, bringing prohibited items into academy, bullying, smoking, racial/homophobic abuse, sexual misconduct, theft etc will always be considered a serious offence and will almost always result in a suspension. Please note that for persistent offences or those of a more serious nature, the Academy will consider other sanctions which may involve advice from the Local Authority or a permanent exclusion.

#### **Permanent Exclusion: A Last Resort**

Permanent exclusion is a significant decision taken only after exhausting other options. It is used in two main situations:

- **Following Ongoing Issues:** This may occur after persistent or defiant behaviour, including bullying, even after implementing a range of strategies like detentions and suspensions.
- **Exceptional Circumstances:** Certain offences warrant immediate and serious consequences, such as:
  - Violence: Physical threats or violence against students or staff.
  - Sexual Misconduct: Sexual abuse or assault.
  - Drugs: Supplying illegal drugs.
  - Weapons: Carrying a weapon.
  - Arson: Setting of fires.
  - Criminal Activity: Criminal offences committed on academy grounds, during academy events, or on the way to/from academy.
  - Illegal Substances: Supplying or using illegal drugs is taken very seriously and may lead to permanent exclusion, regardless of location (academy grounds, travel, or academy activities).

The behaviour policy will also be applied for conduct within the local community, whilst taking part in academy trips, travelling to and from the academy and adversely affecting the reputation of the academy. This being in line with Department of Education guidance.

### **Supporting a Successful Return (reintegration):**

#### **Reintegration following a Suspension/Off Site Direction:**

In the event of a suspension parents/carers must attend a reintegration meeting. If a parent fails to attend a reintegration meeting, they will not be able to support their child in ensuring that they understand the severity of their actions and the changes they need to make to ensure there is not a repeat of behaviours that led to the suspension. This meeting allows us to:

- Discuss the student's return and expectations for behaviour.
- Develop a plan to help the student succeed academically and socially.
- Collaborate with parents/carers to ensure a smooth transition back to academy.
- Set targets that are monitored and outcomes shared with parents.

We encourage all parents/carers to attend this important meeting. Their participation is crucial in supporting their child's understanding of the situation and the necessary changes to avoid similar behaviour in the future.

***The following table aims to outline a range of behaviour examples and probable sanctions. This is a guide and Leigh Academy Strood reserves the right to make adjustments based on information presented to them.***

<b>Misbehaviour</b>	
Failure to meet uniform policy - including jewellery, coats, body warmers worn in the academy and hooded jumpers (including zipped hoodies), hair accessories etc.	<b>Confiscation of items and a 30 minute no notice detention.</b>
Uniform infringement - skirts rolled, ties incorrect length, wrong socks, jogging bottoms etc.	<b>30 minute detention.</b>
Unacceptable presentation in exercise book/work Lack of work/engagement.	<b>30 minute detention.</b>
Defacing/graffiti on academy property/books/equipment.	<b>1 day in the Internal Engagement Room.</b>
Writing/drawing on your person.	<b>1 day in the Internal Engagement Room.</b>
Removal from lesson.	<b>60 minute detention (removal to Internal Engagement Room).</b>

Late to lesson.	<b>30 minute detention.</b>
Out of bounds.	
Eating outside of permitted areas including classrooms (ground floor only, outside areas).	
Arriving at the academy with a bike without a helmet.	<b>The bike will be confiscated until the parent/carer collects. The bike will be kept securely on the academy site.</b>
Mobile phones/headphones/airpods.	<b>1 day in the Internal Engagement Room with 60 minute detention.</b>
Chewing gum.	<b>1 day in the Internal Engagement Room with 60 minute detention.</b>
Inappropriate language including derogatory comments in the academy.	<b>1 day in the Internal Engagement Room with 60 minute detention.</b>
Students in a toilet cubicle together (student search to be completed with 2 members of staff).	<b>1 day in the Internal Engagement Room with 60 minute detention.</b>
<b>Uniform infringements that cannot be rectified</b>	
Fake tan, False nails/painted nails, skin fades (less than a grade 1), trainers etc. (Senior leadership team's discretion).	<b>Internal Engagement Room until rectified (including a 60 minute detention).</b>
Hair must be of a natural colour. (Senior leadership team's discretion).	<b>Internal Engagement Room until rectified (including a 60 minute detention).</b>
<b>Other sanctions</b>	
Failed in the Internal Engagement Room.	<b>1 day in the Lodge, followed by a repeated day in the Internal Engagement Room.</b>
Failed at the Lodge.	<b>1-3 days off-site direction and repeat minimum 1 day at the Lodge.</b>
Failed off-site direction.	<b>Suspension and minimum of 1 day at the Lodge.</b>
<b>Serious Violations</b>	
Vaping (in possession of).	<b>5 days at the Lodge and referral to Open Road by a safeguarding officer.</b>
Racial incident.	<b>Minimum of 5 days at the Lodge, added to</b>

	<p>racial log and referral to Community Police Officer by safeguarding officer.  <i>(Each incident to be reviewed individually on a case by case basis).</i></p>
Racial incident via Smoothwall.	5 days at the Lodge.
Intentional damage to Chromebooks.	<p>5 days at the The Lodge and the student will lose the privilege of taking their Chromebook home.  Student charged for intentional damage.</p>
Swearing at staff.	3-5 days at the Lodge, off-site direction, suspension.
Bullying.	3-5 days at the Lodge followed by an restorative conversation with student <p>(persistent bullying may result in a off site direction)</p>
Defiance/walking away from staff/refusal to follow instructions.	3-5 days at the Lodge, off-site direction, suspension.
Dangerous/unsafe behaviour.	3-5 days at the Lodge, off-site direction, suspension.
<b>Serious/Persistent Minor infringement</b>	
Truancy/ Removal from a lesson.	A full day in the Internal Engagement Room and a 60 minute detention
Inappropriate use of social media.	<p><b>Sanctions include:</b></p> <ul style="list-style-type: none"> <li>- The Lodge</li> <li>- Off-site direction at another school</li> <li>- Suspension</li> <li>- Permanent Exclusion</li> </ul> <p><i>(please see bullet point below)</i></p>
Verbal or physical abuse of staff.	
Bringing banned items into the academy such as offensive material, weapons or illegal substances, pornographic material etc.	
Any form of bullying.	
Violent behaviour.	
Destruction of academy property including vandalism and graffiti.	
Theft.	
Racial/Sexual /Homophobic harassment.	

Smoking/Vaping.	
Setting off the fire alarm (in a non emergency event).	
Unfounded malicious allegations.	
Anything deemed inappropriate/unsafe behaviour.	
Fighting.	
Aggressive behaviour towards staff/students.	

- **This list above is not exhaustive and used as a guide for the Senior Leadership Team, College Pastoral Teams as well as all staff at Leigh Academy Strood. Each incident is treated on an individual basis without bias or prejudice in line with Department of Education guidance and the Equalities Act 2010.**

**If a student is sanctioned with a suspension from the Academy they will complete a minimum of 1 full day at the Lodge from 08:15am to 4:00pm (3:00pm on Wednesday) when they return. This will prepare the student for their lessons and give them the opportunity to reflect on their behaviour. They will also be provided with pastoral support. This is part of the reintegration process in line with Department of Education guidance.**

### **Chromebook Damage**

Leigh Academy Strood 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home.

All parties involved (students, parents/carers and the academy) must agree with all of the terms and conditions outlined in the [Chromebook loan agreement 2025-26](#), as well as the Chromebook Acceptable Use Agreement. Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

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

### **Additional Support: The Student Support Plan (SSP)**

Students who are finding themselves with repeat sanction collaborate with the Academy to develop a personalised Student Support Plan (SSP). This plan, facilitated by the Head of Pastoral or Senior Student Support Manager, and will involve:



- Goal Setting: Working together to define clear and achievable goals for improvement.
- Regular Progress Checks: Bi-weekly meetings with parents/students and the Academy to track progress towards goals.
- Extended Plans: SSPs typically last six weeks, but can be extended as needed.

Increased Support: During the SSP, students will be monitored through a behaviour report to help support their progress and support them in reflecting on their behaviour.

**Leigh Academy Strood Anti-Bullying Policy Summary** (see anti-bullying policy on our website)

### **What is Bullying?**

Bullying is repeated, intentional hurting of one person or group by another, with an imbalance of power between them. It can be physical, emotional, or mental, and can happen online (cyberbullying).

### **Leigh Academy Strood's Commitment**

Leigh Academy Strood has a zero-tolerance policy for bullying. We are committed to creating a safe and inclusive environment for all students.

### **Types of Bullying Covered:**

- Physical bullying (hitting, kicking, etc.)
- Verbal bullying (name-calling, teasing, etc.)
- Emotional bullying (threatening, humiliating, etc.)
- Cyberbullying (using technology to bully)
- Discrimination based on:
  - Race, religion, or culture
  - Learning difficulties or disabilities
  - Appearance or health conditions
  - Sexual orientation
  - Family circumstances
  - Gender identity

### **How We Prevent Bullying**

- Staff are trained to identify and respond to bullying.
- Students are encouraged to report bullying to a trusted adult.
- We provide social and emotional learning to help students develop empathy and positive relationships.
- We use technology to monitor online activity and filter inappropriate content (Smoothwall).
- We have clear rules and expectations for acceptable behaviour online and offline (ICT and internet acceptable use policy).

### How We Respond to Bullying

- We take all reports of bullying seriously.
- We investigate all incidents thoroughly.
- We provide support to both the victim and the bully.
- We work with parents/guardians to address the issue.
- We impose appropriate consequences for bullying behaviour.

### How to Report Bullying

- Students can report bullying to any staff member.
- Students can report bullying anonymously through the academy email address (bullying@stroodacademy.org) (***this email address has been updated with the change of academy name to Leigh Academy Strood***) or the student services concern box.

### Working Together

We can create a bully-free environment by working together. We encourage students, parents/guardians, and staff to communicate openly and report any concerns.

### Leigh Academy Strood Anti-Bullying Policy: Student Involvement

Leigh Academy Strood takes student voices seriously in the fight against bullying.

- Regular Surveys: We regularly ask students about their experiences to understand the current state of bullying at the academy.
- Open Communication: We want students to feel comfortable reporting bullying. We ensure they know who to talk to (staff members) and how to express their worries and anxieties.
- Awareness and Consequences: Students are informed about the seriousness of bullying and the potential consequences for those who bully.
- Anti-Bullying Champions: We involve students in anti-bullying campaigns, empowering them to take an active role in creating a safe environment.
- Support for All: We provide support to both victims of bullying and those who bully, addressing any underlying issues they may have.

### Together We Can Stop Bullying

Students are encouraged to report bullying concerns anonymously through the academy email address (bullying@stroodacademy.org) or the student services concern box.

**Parents and Carers: Working Together** We understand your concerns about bullying. Here's how we can work together:

- First Point of Contact: If you suspect your child is being bullied, reach out to their Form Tutor or student support manager as the first step.
- Policy Access: You have access to the academy's behaviour/anti-bullying policy.

- Support During Reporting: We offer support throughout the bullying reporting process.
- Complaints Procedure: We will guide you through our complaints procedure to ensure your concerns are effectively addressed.
- Independent Advice: We can connect you with resources for independent advice on bullying.
- Addressing Root Causes: We collaborate with parents to address issues beyond academy grounds that might contribute to bullying behaviour.

By working together, students, parents/guardians, and staff can create a safe and inclusive learning environment for everyone at Leigh Academy Strood.

### **Leigh Academy Strood: Safeguarding Students from Sexual Violence and Harassment**

Leigh Academy Strood is committed to providing a safe and respectful environment for all students. Sexual violence and harassment of any kind will not be tolerated.

#### **What We Do**

- Take all reports seriously: We will ensure a full investigation is conducted for any reported incident of sexual violence or harassment.
- Support for victims: The Academy pastoral team will provide appropriate support and resources to any student who has experienced sexual violence or harassment.
- Education and Awareness: Through RSE (Relationships and Sex Education) lessons, we equip students with a clear understanding of consent, sexual violence, and sexual harassment.
- Consequences for perpetrators: Students found engaging in sexual misconduct will face disciplinary action according to the behaviour policy. This may include reporting to the police and social services, along with mandatory educational support.

#### **What Students Should Know**

- Consent is key: We emphasise the importance of consent in all sexual interactions.
- Reporting options: Students are encouraged to report any concerns to a trusted adult at the academy.

#### **Working Together**

By working together, we can create a safe and inclusive learning environment where all students feel respected and valued. If you have any questions or concerns, please don't hesitate to contact a member of the Academy staff.

#### **Partnering with External Agencies for Student Support**

Leigh Academy Strood recognises that student well-being extends beyond the classroom. To ensure we meet the diverse needs of all students, we collaborate with a

network of external agencies. These agencies offer valuable expertise and support, particularly in areas of mental health and emotional well-being.

This collaboration allows us to:

- Connect students with specialists: We can refer students to external professionals who can provide targeted support for specific needs.
- Expand resources: By partnering with outside agencies, we can offer students access to a wider range of resources and programs.
- Holistic approach: Collaboration fosters a holistic approach to student well-being, addressing both academic and emotional needs.

We believe in working together with external agencies to create a comprehensive support system for all our students.

### **Leigh Academy Strood: Anti-Drugs Policy**

Leigh Academy Strood is committed to providing a safe and healthy learning environment for all students. Drugs and substance abuse pose a serious threat to student well-being, and we have a clear policy in place to address it.

#### **Our Priorities**

- Student Safety: In all situations, the safety and well-being of students is our top priority.
- Support: We offer support to students struggling with substance abuse and connect them with appropriate resources.
- Consequences: We have clear consequences for drug use or possession on academy grounds, ranging from suspension to permanent exclusion.
- Parental Involvement: We believe in open communication with parents/guardians and involve them throughout the process.
- Education: We provide comprehensive drug education through RSE lessons, assemblies, and guest speakers to equip students with knowledge and make informed choices.

#### **Reporting and Investigation**

- Staff Training: Staff are trained to identify potential drug use and conduct thorough investigations, prioritising student safety and confidentiality.
- Police Involvement: The involvement of local police will be determined based on the severity of the incident. We will always consult with parents/guardians before police interviews with students.
- Drug Confiscation: If drugs are found on academy grounds, a staff member will retrieve them with a witness present and contact the police for proper disposal.

#### **Drug Education Program**

- Relevance and Voice: Our drug education program addresses real issues faced by young people and encourages students to voice their opinions.

- Interactive Learning: We utilise engaging methods like role-playing and debates to make drug education dynamic and impactful.
- Collaboration: We collaborate with parents/carers, community organisations, and the police to create a comprehensive educational approach.

### **Delivery Methods**

- Personal Development and RSE (Relationships and Sex Education) lessons.
- Form time activities.
- Guest speakers from external agencies, organisations, and charities.
- Age-appropriate assemblies.
- Work with the academy Police Officer.

We believe that by working together – students, staff, parents/guardians, and the wider community – we can create a drug-free environment where all students can thrive. If you have any questions or concerns about our Anti-Drugs Policy, please don't hesitate to contact a member of the academy staff.

### **Leigh Academy Strood: Search, Confiscation, and Reasonable Force Policy**

Leigh Academy Strood is committed to maintaining a safe and orderly learning environment for all students. This policy outlines our procedures for searching, confiscating items, and using reasonable force when necessary.

### **Search Procedures**

- Consent First: We strive to obtain student consent for searches whenever possible.
- Witness Present: A staff member who is not involved in the situation will always be present during a search.
- Minimising Disruption: Searches will be conducted discreetly to minimise embarrassment or distress for the student.
- Personal Searches: Staff will not conduct personal searches of students.
- Confiscation with Consent: We will make every effort to persuade students to voluntarily surrender any prohibited items in the presence of a witness.
- Refusal of Consent: If a student refuses consent, the Principal or designee may involve parents/guardians or the Police. The pupil will receive sanction for refusal.
- academy Property Searches: We reserve the right to search academy property, such as lockers, even without consent.
- Informing Parents/Guardians: Parents/guardians will be informed of any searches involving their child, regardless of the outcome.
- Balancing Interests: We will balance the likelihood of an offence against the student's privacy when considering a search.
- Staff Protection: Staff who act reasonably and following the published policy are protected from liability for loss or damage to confiscated items.

**Searches May Be Conducted For:**

- Knives and weapons
- Drugs and alcohol
- Stolen items
- Tobacco products and smoking paraphernalia
- Fireworks
- Pornographic content
- Items that could be used to commit a crime, cause injury, or damage property
- Items banned/prohibited by academy rules

**Confiscation**

- Prohibited Items: Confiscated items will not be returned to the student, including harmful or disruptive items.
- Student Responsibility: Students bring items to the academy at their own risk. The academy is not responsible for damage or loss of confiscated items.
- Following DfE Guidelines: Search and confiscation procedures are conducted following the latest Department for Education guidance.

**Reasonable Force**

- Last Resort: Staff may use reasonable physical restraint to prevent students from committing a crime, injuring themselves or others, damaging property, or maintaining order.
- Minimum Force: The minimum amount of force necessary for the shortest duration possible will be used.
- Trained Staff: Several staff members have received training on proper restraining techniques.

**Police Involvement**

Leigh Academy Strood may involve the Police for drug detection on academy premises, with parental consent if possible.

**Reasonable Adjustments for Students with Disabilities**

The Equality Act 2010: Part 6, defines a disabled person as ‘someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities’. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination the academy will not treat students less favourably for a reason related to their SEND than to someone to whom that reason does not apply, without justification.

The academy will make 'reasonable adjustments' to the application of the Behaviour Policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of suspension. Reasonable adjustments can be taken in the form of:

- Buddy system: Pairing students with peers who can offer support.
- Internal Engagement Room: Temporary removal from class within the academy for a short period.
- Pastoral support programs: Providing social, emotional, and wellbeing support.
- Referral to external agencies: Connecting students with specialists outside the academy.
- Educational Psychology Support: Assistance from educational psychologists.
- Special Educational Needs (SEN) Support: Meeting the needs of students with identified learning difficulties.
- Access arrangements: Modifications to assessments to ensure fair evaluation.
- Mental health services: Connecting students with appropriate mental health resources.
- Strengthening Minds programme: Promoting mental and emotional well-being.
- External placements: Arranging alternative placements for students who require additional support.
- Academy Police Officer: Collaboration with the academy-based Police Officer.
- One-page student profiles: Concise summaries of student needs for teachers and staff.
- Sharing adjustments with all staff: Ensuring everyone is aware of a student's individual adjustments.

### **Additional Information**

The academy rigorously monitors discipline and behaviour and reports to the Governing Body. All suspensions for bullying, sexual and racist incidents are recorded and reported, as required by legislation.

Students who are at risk of disaffection are identified through our behaviour monitoring systems. Early intervention is key in reducing the risk of suspension. Collaboration between the student, our pastoral and academic teams, the SENCo and where necessary outside agencies ensure the correct support and guidance is provided.

The academy may use detentions as a sanction in response to unacceptable behaviour. The academy will safeguard children's and parents' legitimate rights by making detentions reasonable and proportionate to the offence. The Academy will consider a child's age, special educational needs, religious requirements and whether a parent can reasonably arrange for their child to get home from the academy. In cases of dispute or

doubt the Principal will make this judgement, in their absence this responsibility is nominated to the Deputy Principal or Vice Principal. Parents will usually be provided with notice, and this will be via a MCAS notification. The academy will use 'no-notice' detentions for incidents that warrant a detention no longer than 60 minutes. A MCAS notification will be sent to parents.

A parent who is unhappy with the academy's use of suspensions, detentions or any other aspect of the implementation of this policy may complain to the Principal using the academy's complaints procedure. Appeals against formal suspensions are made to the Governing Board via the Clerk to the Governors.

The Principal, Deputy Principal or Vice Principal may impose an 'internal exclusion' within the academy's Internal Engagement Room or at the Lodge. Students can also be placed in another academy as an alternative to suspension as an off-site direction. This will be used in response to serious misconduct, including persistently failing to follow instruction, defiance or truancy. This is used as an alternative to formal suspension. If a student misbehaves during these internal/external exclusions, they may be formally suspended.

The academy may use suspension or permanent exclusions as a response to poor behaviour considering the appropriate DfE guidance at the time of the incident. Only the Principal can suspend students. The decision to suspend will be taken in response to a serious breach of the academy's discipline and behaviour policy including the Academy Code of Conduct and if allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the Academy in line with Secretary of State Guidance in force at the time.

Students who have received a suspension must have a reintegration meeting, which parent/carers must attend. The meeting will review behaviour expectations (Code of Conduct and Home School Agreement) and set behavioural targets and if required a plan of support.

In making the decision to suspend for drug related offences the Principal will consider the DfE guidance on drugs in the Academy; however, governors have determined that 'supplying' will result in permanent exclusion.

The Principal will consider the balance of probability whilst issuing a suspension or permanent exclusion. This means that the Principal is satisfied an event occurred, after collecting all evidence. If the Principal considers that, on the evidence, the occurrence of the event was more likely than not then this will result in a relevant sanction.



The Principal will ensure compliance with statutory duties in relation to Special Educational Needs and Disabilities (SEND), including having regard to the SEND code of practice 2015.

This poster is present in all teaching spaces as a prompt to staff and students about the expectations as well as the process should these not be met.



## 3 Rs of Disruption Free Learning

**Remind:** I am reminding you of our expectations. You need to ...

**Reinforce:** I now need to reinforce our expectations. You need to ...

**Remove:** Please stand outside.  
*Removals from lesson will spend 1 day in the IER and contact home will be made within 24 hours.*

**BE INQUISITIVE - BE RESPECTFUL - BE RESILIENT - BE KIND**

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